DOCUMENT RESUME

ED 173 030 RC 011 519

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TITLE The Kansas Community Education Manual.
INSTITUTION Kansas State Univ., Manhattan. University of Man.
PUB DATE Apr 78
NOTE 81p.; Not available in paper copy due to author's preference; Parts may not reproduce clearly
AVAILABLE FROM University for Man, 1221 Thurston, Manhattan, Kansas 66502 ($5.00)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Advisory Committees; *Community Education; *Community Programs; Coordinators; Educational Philosophy; *Experimental Colleges; Fund Raising; Lay Teachers; Pamphlets; Photographs; *Program Development; Program Evaluation; Program Planning; Publicize; *Rural Education; Scheduling; School Registration
IDENTIFIERS Incorporation; *Kansas (Manhattan); *University for Man KS

ABSTRACT

Based on the educational philosophy of "anybody can teach, anybody can learn", a free university offers ungraded, unaccredited classes to the general public, without charge, on any topic such as societal issues, arts and crafts, intellectual subjects, and practical skills. To plan a program, only a borrowed phone and office, human energy, as little as $80 per year, and from 4 weeks to as long as 8 months are needed. The result of a need to help people duplicate the success of 12 free university projects established in Kansas from 1975-1977 by the University for Man (UFM), the manual provides detailed how-to-do-it guidelines on starting, running, and developing a community education program for a small or medium sized Kansas town. Eleven chapters, each written by one of the VISTA volunteers who directed the 12 pilot projects, cover all phases of the operation. Chapters discuss how to begin the project, timetable, project brochures, use of photographs, registration, program publicity, coordinator's role, advisory boards, incorporation of project, funding, and evaluation of project. Additional assistance in program planning may be obtained from the National Free University Network (FUN), a consortium of over 200 free universities and learning centers headquartered at UFM in Manhattan, Kansas. (NEC)

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THE KANSAS COMMUNITY EDUCATION MANUAL

University for Man
Manhattan, Kansas

April 1978

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGMENTS

We have a threefold dedication to this manual. Most importantly our dedication is to the people in the places we work: leaders, participants, advisory board members without whose support and participation none of this could have happened. From eleven years to ninety years old, people in all walks of life - farmers, housewives, townspeople - are teaching, sharing and learning. It is exciting for rural Kansas, and it is exciting for this country.

To the VISTA Volunteers, we share this dedication with Dick Shacklett, the ACTION (VISTA) Program Officer for Kansas. Dick was singularly responsible for stearing us clearly through the infinite government red tape which seemed to be around every corner. Because of his direction the services to the VISTA in the field were adequately provided. Without this direction, we would have been lost in the tape long ago.

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$5.00

This manual represents University for Man's work in pioneering community education programs for small rural areas. During the last decade, University for Man's projects, developed mostly in small Kansas cities and towns, have been well received and have enjoyed full community participation.

Lifelong learning has become increasingly important. Kansas State University is committed to developing and offering accessible programs which meet the continuing and community education needs of the people of Kansas.

This manual is a result of the efforts of University for Man and Kansas State University. The Kansas Community Education Manual is a simple and easy-to-follow- guide for developing a community education program specifically applicable to a particular community.

I am pleased to introduce this work, and invite the readers to call upon University for Man and Kansas State University for assistance in the development of community education programs.

Duane Acker
President
Kansas State University

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INTRODUCTION

C. James Wallacky
University for Man
Manhattan, Kansas

Fall 1977

"The Kansas Community Education Manual" is a booklet on starting, running and developing a community education program for a small or medium sized town in Kansas. The manual is a result of the need for helping people duplicate the success of the twelve community education projects established in Kansas from 1975 - 1977.

This manual represents the work of hundreds of people in Kansas who have been involved in one of the most exciting educational adventures this state has ever known. The work involved has been the establishment and implementation of six community education projects in Herington, Morris County, Emporia, WaKeeney, Phillipsburg, and Stockton. The projects provided a framework in which the University for Man philosophy that "anyone can teach, and anyone can learn", was put into action. In each of these places, courses led by community residents, were offered free of charge to anyone who wished to take them and well over 2,000 people participated. The response was such that those involved felt it was important to share their knowledge on how to do such programs. The pages that follow contain detailed information of the nuts and bolts of how such programs can be implemented and were written by the people who actually did the work.

The people who ahve earned much of the credit for this success are the 24 VISTA volunteers, who came from all over the country and volunteered a year of their lives to support this effort. The twelve who were in Kansas during the second year documented some of the important points of doing a community education program.

We decided to share these points with you in this Kansas Manual.

The chapters cover a different phase of the operation. And in each one the reader may note a different style of writing. This reflects the diversity of the volunteers themselves and rather than do a large editing number to "make them all sound and read alike" we have left them in their original form. We did this for two reasons (1) the content needed little editing and (2) any project that touches the lives of people and involves change, must have a large variety of different ingredients. The VISTA volunteers represented these different ingredients. Yet they combined to make an effective team which brought significant changes to education in rural Kansas.

FREE UNIVERSITIES

A free university is an organization offering ungraded, unaccredited classes to the general public. The courses are taught by citizens who may teach practically anything they want. The classes are autonomous with the responsibility for the learning content and procedure resting with the teachers and learners.

The free u. seeks teachers, prints a brochure of classes, registers participants, and evaluates the session. Classes take place in homes, community centers and other informal settings. Courses may include any topic, such as arts and crafts, intellectual subjects, practical skills and societal issues.

PHILOSOPHY

The education philosophy of the free university is summed up by the slogan "anybody can teach, anybody can learn." All of us have some kind of skill, knowledge, experience or idea to share with others. America has had a rich tradition of citizens sharing knowledge with each other, a tradition which originated with the First Amendment right to freedom

of expression. The free university's uniqueness is this utilization of citizen participation in learning and sharing.

UNIVERSITY FOR MAN

University for Man (UFM) has been in the forefront of the development of free university-community education in Kansas. Founded at Kansas State University, Manhattan, in 1968,UFM each year presents three brochures of non-credit courses and projects for participation by the KSU-Manhattan-Ft. Riley Community. During 1977 some 13,000 people participated in over 900 events. These activities are led by volunteers, have no tuition and are free from the usual trappings of courses - grades, exams, credits, and the like. The people who participate in UFM projects come from all walks of life and span all ages from 4 to 93. The offerings are determined by

1) What people request
2) What people offer to lead
3) What needs can be met by a response from UFM

Courses fall into these categories: Arts, Crafts, Religion, Politics, Community, Foods, Sports, Environment, Skills, and Interpersonal Communication.

In addition to work in the Manhattan area, UFM has become recognized as a national leader in the development of community education programs which respond to human needs and interests in a creative, challenging, and cost efficient manner.

THE RURAL COMMUNITY EDUCATION PROGRAMS

About four years ago some folks at University for Man (UFM) were daydreaming about the future. We do that alot - it's good for the mind. And in this future we wondered about the possibilities of establishing free university-community education projects in rural Kansas. We believed that there were exciting and largely untapped human resources out around the state; we did not accept the sterotyped notion that

"nothing happens in Kansas." After all we are here!

So we started talking about this idea - and did not get much response. A couple of grant requests were turned down, a professor at K-State said, "If you ever get anything going in Clay Center, it will be a major miracle," and so it went. But we kept trying and eventually in 1975 (July) we received a two year grant to establish twelve programs - 6 each year - around the state of Kansas with the hope that after one year the program would be taken over locally. VISTA volunteers were assigned in pairs to work in each of the 12 communities over the two year period. The general idea was, in each place, to provide a framework for courses and other project offerings led by volunteers, open to anyone, free of charge, grades examinations and credit.

Now just over two years later, the results are somewhat remarkable. In two years we have involved some 12,000 rural people in over 700 courses and events - with such titles as - "Pre-Revolutionary History", "The Death of the Small Farm","Creative Writing", "The Economic Future of Our Country" -- and others which cover every conceivable facet of human interest and social concern. The response has been electrifying. People have begun to realize that in their own communities there are folks with vast amounts of knowledge, information, and skills just waiting for someone to ask them to share these attributes. There are beginnings of a realization that indeed "there are things going on in Kansas" and that we are very rich in human resources. These programs brought people together who otherwise would never have met each other, young, poor rich, old, men, women, professionals, laborers, farmers. In many cases a sense of community began. Because of this people were richer in many important ways.

THE NATIONAL SCENE

Many people around the nation view Kansas as the place you have to cross to get to the Rocky Mountains. UFM's work has helped to lessen that myth - for the community education projects have received national attention and acclaim

and there are constant requests for assistance in developing similar activities elsewhere.

The National Free University Network (FUN) is a consortium of between 200-300 free universities and learning centers around the country and is headquartered at UFM in Manhattan. The Free U Network helps people start free universities. It produces a monthly newsletter with information, news, articles, and tips about free u's and learning centers. It is available to individuals for $8.00 per year. FUN also sponsors an annual national conference, and six regional meetings for exchanges of information - and to assist in cahrting the challenging and exciting future of this kind of educational service for all people.

HOW TO BEGIN

A community education program is not very difficult to start. If the articles in the manual appear to be complex, it is because they were written by directors of fully functioning and funded programs. To start a program, you need only a borrowed phone and office, and human energy. Money is not critical. Programs can run as little as $80 or less per year. After your program is started, you may want to grow and hire a part time paid staff person, but that comes later in the development.

Here are some steps we have found to be productive in getting the program off the ground:

1. One or more persons in the community become interested in the program and want to know more.

2. These interested persons call together a meeting to find out more about community education, and invite as many different people as possible. At the meeting, the people learn about the concept and program of community education. In Kansas, this can be done with a neighboring program, the UFM film, "Grassroots Education," brochures and pamphlets from other programs, and this manual. The concept of community education is that everyone would like to learn something, and more difficult to grasp for some people, that each person has something they can teach in the program. The program is simply that community education prints a brochure of topics people want to teach and encourages people to learn.

3. After that initial meeting, a core group of people who want to work on the project can form and work out some preliminary questions.

Will the group be independent, or can it be sponsored by a community agency, like the library, extension office, PRIDE or church?

Where can the group get free use of a phone and office? Possibilities are the library, church, county courthouse, etc.

How many brochures do we want to put out, and at what times

during the year?

Who can be on the advisory board?

4. An advisory board is formed. It is key to have a group of influential community and civic leaders behind the program. They do not need to do the work but they have to be supportive of the program for it to succeed. The advisory board members can also provide contacts and perhaps funding. Potential board members include: school principal or superintendent (very important), extension agent or home economist (important), lawyer, businessmen, banker, minister, newspaper editor (can be helpful). To make sure the advisory board is behind the project from the start, talk to these individuals even before your committee is formed. They should be invited to the first meeting if possible. Make sure they are included in the formation of the program. After you have visited with each one of them individually, select those persons who are both leaders in the community and also people who understand and support the program.

5. Send out an interest survey to as many people in the community as possible. List 15 to 50 possible course topics and ask them to check which ones they would like to take. List several, and request write-ins, of topics that they could teach. Distribute the survey through stores, at club meetings, or in church.

6. After the survey comes in, draw up a list of 10-20 classes for the first session. Use your friends, relatives, and contacts for the first session. Once some people offer a class, everyone else will realize they can teach also. Ask craftspeople, professionals, and businessmen to teach subjects you know they are familiar with.

7. Put it all together. Draw up a simple plan for the orgainzation. Ask for a free office and phone, get course descriptions for your first session, print the catalog, distribute it, and register the folks. Don't be disappointed if the first session isn't a smashing success. That will come later. As long as you have done a good job with the planning, the program will catch on.

8. This process can take as little as four weeks, or as long as eight months, just depending on your community and how you want to proceed. But avoid the months of June-August, and December, as those are hectic months for people and the program has too much competition from Christmas and summer to be effective.

TIMETABLE

Mary Clare Dwyer
Rooks County Community Education
Stockton, Kansas

Fall 1977

Timetable Introductory Notes

This timetable was designed to help a coordinator plan her/his activities for a year. Most of the timetable concerns the planning, preparation and publication of the brochure. However, there are also notes on registration, advisory boards, publicity, project continuation, evaluation and things to consider while planning a yearly calendar. This timetable is obviously not the final word, as allowances will be made by each community. However, it should be of assistance to any community education coordinator.

BROCHURES

We do fall, spring, and summer brochures each year. For this timetable twelve weeks have been allowed from the planning stage to registration to get a brochure together. As a coordinator and/or project gains experience less time will be required.

REGISTRATION

This timetable allows four days for registration. Each project, however, should determine the length of their registration on the basis of their population area, and if they wish to register people in outlying towns.

ADVISORY BOARDS

Monthly board meetings have been scheduled for this timetable. A project may find that this is too many and amy schedule fewer meetings.

PUBLICITY

One speaking engagement is scheduled per month. A coordinator may wish to have more than this. Speaking engagements are a good way to let people know about community education and its activities and to get people involved. Groups to speak to include: Lions, Rotary, BPW, PEO, high schools, Chambers of Commerce, EHU, and others.

PROJECT CONTINUATION

If a project does not have a permanent source of funding the advisory board and coordinator should start looking for possible funding sources

towards the middle of June. This date gives ample time to have funding secured by January 1. The middle of October has been set as a target date to have funding secured. This saves from last minute strategy sessions not to mention headaches. For agencies with other funding sources, of course, you would use a different schedule. But the important thing is to start six months ahead of the time when you want to have your funds allocated.

EVALUATION

By checking periodically with class leaders and those taking classes, the coordinator will get an idea as to how the project is faring.

THINGS TO CONSIDER

As a project prepares for each set of classes and begins to schedule courses and events, certain times are considered ill-advised to hold activities. It would be best not to schedule classes (or at least not too many) during county fair times, on holidays and/or Monday holidays, on the same day as a town picnic, sidewalk sale, etc., right before and right after school starts in the fall, a few weeks before Christmas till after New Years and at other times a project would consider important to their community.

Also as a coordinator plans her/his vacation time it is good to remember that August is a bad time for a trip as the fall brochure will be taking up a lot of time. December, however, is a good time because as people get ready for Christmas their interest in community education will slacken.

SAMPLE TIMELINES

Following is a list of items to be considered in planning a brochure of classes. The time-line for four months is an example of one session's work.

PLANNING A BROCHURE OF CLASSES

Material/Finances/Schedule/Personnel

What, Why, How - When, Where, Who

2 wk

(1) Planning - Steps, Theme, Style of Artwork, layout, resources, ideas, leaders and space, photos/fillers, typists, registration help, schedule, distribution, maintainance.

(2) Research - Class ideas, resources, theme, what else will be going on this summer and weather, Review: last set of classes, suggestions,

ideas, past policies and agreements.

(3) Listings - Classes; Summer Recreation Program - classes, music, ball schedule, training, senior citizens, library reading program, city pool schedule, church programs, 4-H Activities, 4H-Fair.

COORDINATION

(4) Get Together Classes - includes making agreements with schools, boards, etc., and policy statement for class leaders.

4wk

(5) Do write up of classes - class descriptions due- do polish up

(6) Get Photos/Drawings/Fillers/Quotes

(7) Write-ups of introduction, pride, extension offereings, summer recreation program, teen center, public library, senior center, others, thanks, in the future..., who can lead a class, who can take a class, who we are, registration etc.

(8) Brochure Dummy Copy

1 wk

(9) Review

(10) Copy Edit

(11) Layout - materials, newsprint, lettering, tape, theme, front page, reducing, and enlarging, photos and fillers.

1 wk

(12) Printing

(13) Publicity and Posters - schools, grocery stores, banks, post offices, (newspaper, radio).

2 wks

(14) Distribution

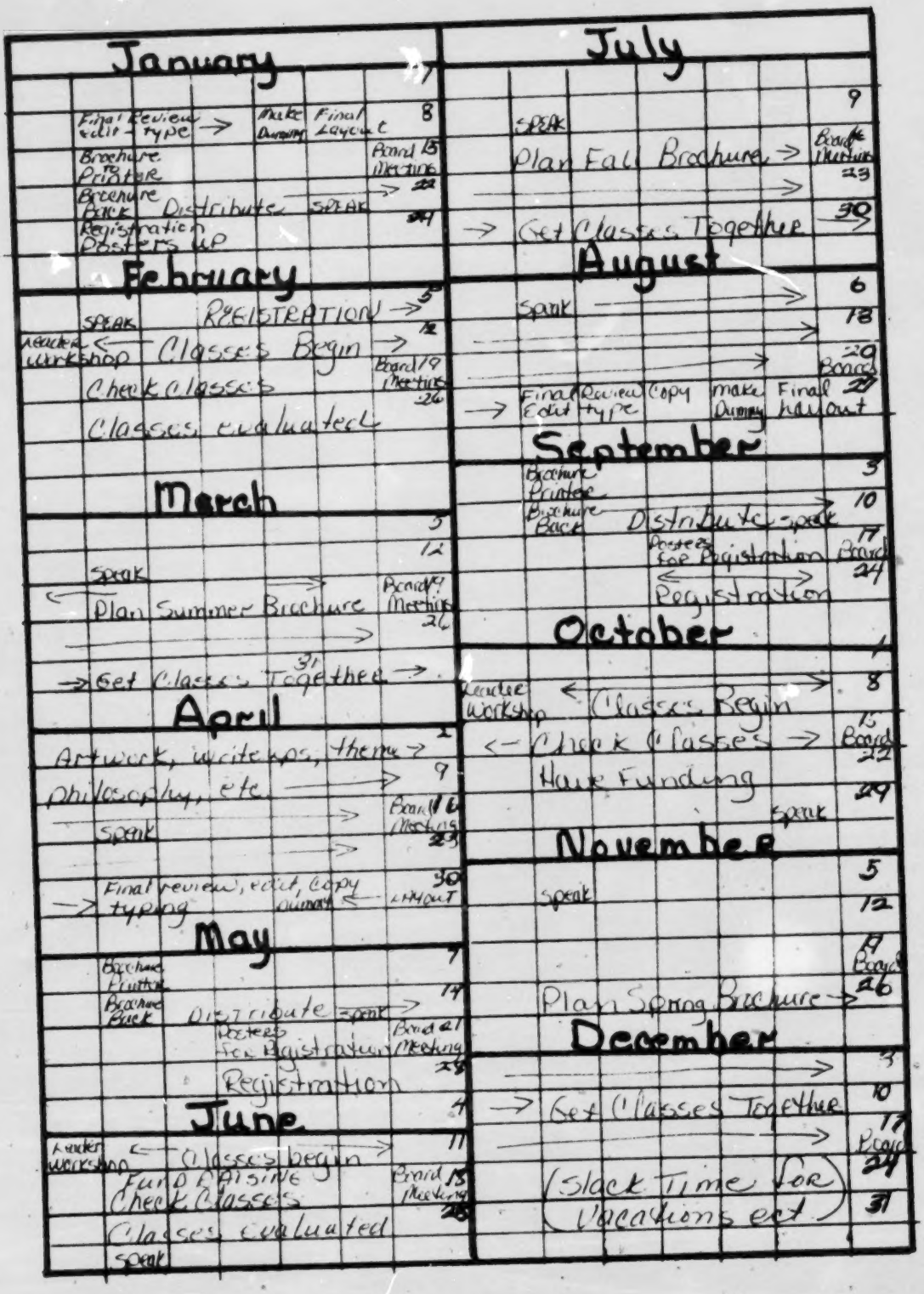
(15) Registration

(16) Leader Workshop

Cont.

(17) Maintainance - Class arrangements, periodic checks

(18) Evaluation - continuing


January
Final Review edit - type
Make Dummy
Final Layout
Brochure to Printer
Brochure Back
Distribute
Registration Posters up
Board Meeting
SPEAK
February
SPEAK
REGISTRATION
Leader workshop
Classes Begin
Check Classes
Classes evaluated
Board Meeting
March
Speak
Plan Summer Brochure
Get Classes Together
Board Meeting
April
Artwork, write-ups, theme
philosophy, etc
Speak
Final review, edit, copy typing
Dummy
Layout
Board Meeting
May
Brochure Printer
Brochure Back
Distribute
Posters for Registration
Registration
Speak
Board Meeting
June
Leader workshop
Classes begin
Fund Raising
Check Classes
Classes evaluated
Speak
Board Meeting
July
Speak
Plan Fall Brochure
Get Classes Together
Board Meeting
August
Speak
Final Review Edit type
Copy
make Dummy
Final layout
Boards
September
Brochure Printer
Brochure Back
Distribute - speak
Posters for Registration
Registration
Board
October
Leader workshop
Classes Begin
Check Classes
Have Funding
Board
Speak
November
Speak
Plan Spring Brochure
Boards
December
Get Classes Together
(Slack Time for Vacations ect)

BROCHURES

Miriam Miller
A.J. Puhl

Fall 1977

Community Education Brochure or Catalogue!

The brochure is essentially what a community education project is all about. It is printed evidence that the project does exist. These printed brochures, booklets or catalogues, have subject matter devoted to defining the community education idea. The classes and ideas should be presented in such a way that they reflect the attitudes of the particular community. If skillfully done, the brochure is not only a statement of the community education philosophy but also a comment on the community's commitment to join together in a spirit of sharing and learning.

The brochure's format is open to many possibilities. Specific styles, themes, colors, pages, etc. will all be determined by the community's needs. Some basic considerations might include: 1.) financial circumstances, 2.) number of copies to be printed, 3.) audience impression sought, 4.) importance attached to the catalogue itself. Since the brochure should reflect the total community in it's appeal to all, it's information, and how it is packaged and conveyed is very important, Unfortunately, a community's financial "circumstances", and the "most for the money" attitude, tend to rule over the brochure's production. This type of thinking need not be a drawback as there are ways of dealing with the low budget problem creatively. Some examples might be to 1.) Consult the journalism department at the University or College. This may be an applicable project for a graphics and/or editing class. It also might be used as a problem study for a graduate student. 2.) A group of high school journalism students might use the brochure as a project in independent study. 3.) Be sure

to be open to the ways other magazines and brochures are layed out, as they are usually also on a tight budget.

In general several things are worth mentioning and remembering when putting a brochure together; readability (both type size and flowing sentences), versatility, economy, and creativity. Concentrate on one intention for the brochure, classes being the main focus, supplemented by other features, facts, thank you's, advisory boards, calendars, etc. Below are some tips to follow when working with brochure production:

1. Be aware of the budget's limit before beginning.
2. Remember the number of courses may vary with each publication and may drift at the last minute.
3. Format and size are difficult to calculate. (look for examples)
4. It takes TIME to do the typesetting, layouts,pasting, printing...!!
5. State the philosophy of the program clearly in the brochure.
6. Avoid rambling generalizations. Write clear course descriptions giving attention to time, place, and class requirements.
7. Make mileage with heads and photos, also captions and quotes. Express and reinforce key elements of the subject in these areas with the use of graphics.
8. Organize - use headings, dividers, etc.,to organize areas of the brochure.
9. When used as a publicity device, or as an informing method about the program, use a cover letter to capture the attention of the reader. Aim the letter at one person rather than a routine form letter.
10. Be sure to include the name, address and telephone number of the organization in a good spot on the brochure.
11. Be critical of each brochure produced and jot down new ideas and corrections for the next one.

Things to Include in the Catalogue

In planning a catalogue or brochure to present the classes to the community, decide what ideas you want to convey and how this theme can be expressed simply, clearly, and with minimal cost.

A. Styles - What the brochure says visually!

Examples; flowery,folksy,modern, informal

Things to Consider:

1. Size of Catalogue Suggested dimensions

Size of Catalogue	Suggested Dimensions	example costs
a. newprint (tabloid)	17½ by 11½"	8 pages 2,000 copies $ 125.00
b. book style (newsprint with staples)	8½ by 11"	48 pages 13,000 copies $1,000.00
c. book style (colored paper - no staples)	8½ by 11"	8 page 2,000 copies $ 135.00
d. flyer (1 long page 2 folds)	11 by 25"	2,000 copies $ 120.00
e. Other		

2. Color of Paper
3. Color of ink - dark on light is better for readability
4. Number of pages
5. Style of type
   examples:

   Letter gothic - Letter Gothic
   Prestige Elite - Prestige Elite
   Dual Gothic - Dual Gothic

6. Style of headlines (rub offs) These should complement the theme and style of type.

bold GOTHIC

COOPER LUBALIN

MODERN 20 FOLIO

* Sources for Rub-offs - Stationary and Office Supplies Stores
  Campus Book Stores
  Newspaper Offices
  Supply Companies

7. Dry Transfers (zip a line) for underlining and setting off borders.

8. Number of columns per page - consider readability.

B. Artwork - this can cover drawings, photographs, designs, etc. Artwork in the Community Education brochure can make it or break it. Here are a few points to remember:

1. Use bold, dark colors for ink - such as black or Indian ink.
2. Don't be too picky about details (when it goes through the final shooting stages, it will be hard to depict fine lines.)
3. Make sure the artwork is in harmony and unity with the courses, events, and programs. Also consider its relevance to the community - is it appealing to the general population or just a few? Does it reflect community attitudes? (Not all artwork has to reflect community attitudes, but it should not be contradictory either.)
4. Small drawings or pictures can be good for space fillers.
5. Make sure that the art design used for the cover stands out and catches the eye of the reader. An attractive cover is more likely to be saved than a gaudy or unappealing one.
6. Be sure to get permission befor using photographs and particular artwork. Check the copyright. (It is the law!).

Photographs are used as an effective artform. If used correctly they will be an asset; used incorrectly one photograph could spoil the whole unity of the brochure. To achieve the effects desired, there are a lot of things to be aware of. See the attached sheet for specifics on: Quality, essentials of good pictures, ethics, cropping

and sizing, color photos, mechanics, off set process, the law, and cost! There is also an attached list for resources for photos.

Resources for artwork and drawings

1. Local Artists - Be sure to have the chosen artist submit several drawings before giving them the OK.
2. Art Classes
3. Art Instructors
4. Newspapers, magazines, other catalogues
5. Library, Historical Society
6. Art Shows or displays
7. Sponsor an Art Contest

C. Courses - The descriptions should be short yet inclusive and interesting to read, (a clever title sometimes helps)

Included in the Description:

1. Name of Course
2. When and Where
3. Who teaches
4. Length of Course
5. Materials Needed
6. Size limit

D. Programs and Services - Other happenings in the community that should be called attention to.

Examples:

1. Extension Programs
2. Chamber Activities
3. Library Services
4. PRIDE
5. Any other Community project

E. Registration - Be sure to include where, when, and specific times! This should be in a clear spot for easy reference.

F. Advisory Committee - Advisory members should be listed and given recognition for their assistance.

G. Miscellaneous - It might be good to include some Thank You statements to those who have helped, or a History of the Program, progress reports, or perhaps a calendar.

III. Rough Type: Rough type the entire brochure first to save a lot of time and effort when it comes to the final copy.

Here are a few things to remember:

1. Use the exact number of columns that will be used on a page, and the exact typesetting used on the final type. Proper headings, what should be in caps.,and not, and what important points should stand out and catch the readers eye. Be sure to have correct margins for the particular style of brochure.

2. Go through the rough type and edit. Circle in Non-Photographic blue pencil (these can be bought at stationary office supply stores) what should be corrected so the errors can be adjusted before the final type.

3. Make sure all names, phone numbers, course descriptions, etc. are spelled correctly.

4. Finally, make sure everything necessary has gotten in. Even if you have to cut some sentences or paragraphs - make sure the "meat" of the description is left in.

IV. Mock Layout: This process involves making decisions on what the finished brochure is to look like. It is a time for shifting pictures, adding quotes, arranging the course descriptions to fit the particular themem of the whole catalogue.

A. Margins for the sides and center of each page must be considered. This depends on the size of the brochure and readability, creativity, and spacing.

B. Paper used for the layout should be the same size as the finished product.

C. Arrangement of courses can be broken down by:

1. City and County

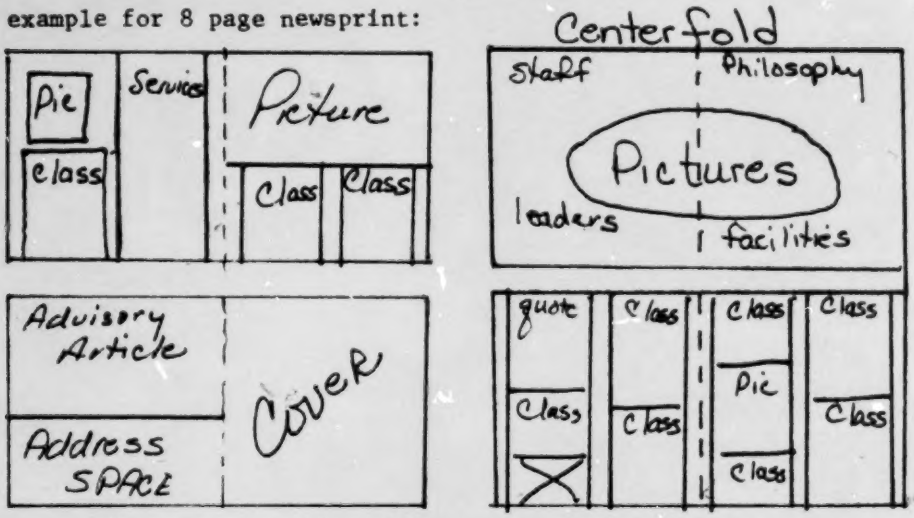
2. Category of classes - music, art, crafts, interpersonal, etc.

3. chronological order
4. alphabetical
5. at random

D. Space fillers - use quotes, artwork, designs, photos to add to the arrangement

E. Have 'Dummy' copy ready to use for your final layout

example for 8 page newsprint:



V. Final Type: The final type should be a very easy and smooth operation; since it will deal basically with copying off the rough type sheets, adding and deleting where needed.

Some Points to Remember:

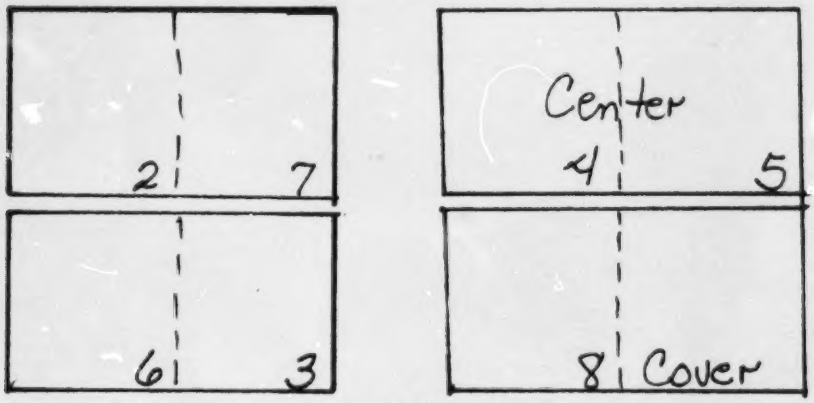
1. Take time! make sure everything is in its proper place.
2. Make sure the typesetting is correctly locked in.
3. Follow the rough type closely, knowing what should and shouldn't be typed by the blue markings.
4. Once again - Proof Read - go over the entire brochure making sure all names are spelled properly, corrections have been made, and everything is in its proper place.

VI. Layout process - The process of gluing the descriptions in place, adding the desired artwork measured to fit, adding headings, lines, ect.

Materials needed: paper, blue pencil, rubber cement, scissors, ruler good lighting (screen table), sizer for pictures, Patience!!

A. Follow 'Dummy' copy page by page

Examples for 8 page copy, be sure to layout the right pages together. Also, be aware of the direction you cover and back pages will face.



B. Make all typing corrections before gluing the descriptions to the paper.

C. If pictures or drawings need to be enlarged use sizer and blue pencil to draw in where the picture should be after enlarging.

D. Using straight edge and paper lines to guide - line up typed descriptions and glue into place.

E. Use Ruboffs and Zip-a-Line for emphasis.

F. Keep 'dummy' copy and send it with the finished layout to the printer.

VII. Printing

A. Time and cost vary with each printing operation and printer. In general it is good to allow at least 2 weeks for printing. The cost of the brochure will probably be cheaper if the printers do not have to fold or staple. Also if the typing and layout is done ahead of time the cost will be considerably less.

B. Give specific instructions on color, size, style, and how many. To determine the number of brochures needed consider the population of your area.

C. Where to print is an important decision. Check prices with your local newspaper or printing shops. Another possibility is a college or university printer. It would be helpful if some examples were brought in to the printer so he will have better ideas on the styles the brochure will follow.

VIII Alternative Printing Processes:

Xerox	Expensive	Unlimited copies

Hand lettering	Cheap	Limited copies
Stencils or Mimeo	Inexpensive	Unlimited
Ditto or Duplicator	Inexpensive	Approx. 200 copies
Silk Screen	Expensive	Unlimited
Carbon copy	Inexpensive	Limited

Brochure Checklist

1) Size of Brochure (See suggested dimensions on page)
2) Type and/or color of paper
3) Full size type or reduced?
4) Color of ink?
5) Number of pages
6) Number of copies to be printed
7) Number of classes (approximate guess)
8) Number of columns per page
9) Theme of brochure
10) Style of rub-offs
11) Style of type
12) Type of artwork - photos, drawings, combination.
13) Don't forget to make up a 'dummy' copy including clear descriptions of colors to be used, type, ect.

PHOTOGRAPHS

Shella Russell
University for Man

Fall 1977

Photographs are used as an art form in free u brochures. If they are used correctly, they will be an asset...used incorrectly, one photograph could spoil the harmony and unity.
To achieve the effects you want your picturs to communicate, there are a lot of things to at least be aware of. I have compiled my resources on this subject, hoping they will serve as a condensed resource.

QUALITY

Good picture editing starts with high quality photos, which means technical excellence of the negative and superior visualization of the content. Muddy images, white specks, cracks in the print, etc. should automatically eliminate the photo from use, unless another print can be made from a quality negative. Photographs should usually be big, shiny-surfaced and sharp. Quality photographs are not "flat", but are well-lighted and "contrasty". The uniform greys of a flat photo make it uninteresting. There must be good definition of tones.

From the aesthetic point of view, one of the prime requisites of a quality photograph is a definite center of interest. The photographer eliminates extraneous details so that the viewer's eye goes right to the point of the picture. The routine photograph is often shot straight on at eye height...Fresh approaches include framing, a different angle, a special emphasis etc. and are often very catchy.

Photographers sometimes strive for artistic patterns in their pictures. These may be rows of bleachers or bottles, lines of fence posts, or windows. But highly-patterned backgrounds that detract from the focal point of interest are avoided.

Experienced photographers often violate basic rules of photography with marked success, making the most of motion or creating a mood.

ESSENTIALS OF GOOD PICTURES

The good book says, "pictures without people in them tend to be 'dead'". That could be a debatable statement, but does have something legitimate about it. A brochure without people pictures tends to be cold and formal in feeling. People pictures are easier to relate to and much more personable. Although probably not desireable, unless choice or humorous, the animal picture rates second. Art pictures -- c... 'tions -- are nice as complementary to people pictures. Avoid photos which are cliches - that is, those typical shots you see practically everywhere. They are boring, and overworked.

Feature pictures are those which are simply interesting as pictures. They are entertaining and have human interest.

As the popularity of cameras continues to mount, readers are becoming more sophisticated about pictures and more interested in outstanding photographs.

ETHICS

The primary concern is the right to privacy. Don't use a picture that would embarrass someone and possibly be used against you.

A controversial picture may be okay to use in Boston or Berkeley, but may be totally non-permissable in a small town or more conservative climate. Consider the reader--what will intrigue him/her and what will be a real turn-off?

One point I might emphasize: avoid using a picture of a corpse. (Why you would, I don't know, but don't even consider it.)

CROPPING AND SIZING PHOTOS

A photograph must be marked to eliminate unessential material (cropped); and it must be scaled to fit into a desired space (sized). Obviously, the sizing problem changes with cropping and visa versa.

Cropping - Many pictures require little or no cropping, because the photographer has focused on the essentials. Nevertheless, some additional cropping may be necessary.

Photographs must be cropped and sized in relation to the makeup design, which may require a long one-column picture or a more horizontal picture three columns wide. You may want to cut out a busy, distracting background, superfluous people and objects and other distracting matter "to bring the picture out of the

photograph." That is, cropping to accentuate the focus of interest--the part of the picture which catches the eye.

Advice on cropping may sometimes seem inconsistant, but you will get a good feeling what you're doing is right if you just follow some basic pointers.

Crop ruthlessly--chopping off the top of the head or the legs boldly and letting the reader's imagination supply the missing portions. As you are doing this, try to retain the essential composition of a good picture. Crop only when it is necessary to improve the picture. Crop to emphasize dominant points of interest. Remember, cropping requires good judgement.

Keep these pointers in mind:

--Look for other than the "obvious" crop, in order to get results out of the routine.

--In head and shoulder shots, leave a bit of space on the side toward which a person faces.

--Emphasize the action by leaving space before the thrust of an action, whether a racing car or jumping basketball player is involved.

--Avoid spoiling a woman's hairdo or cutting off her legs at the ankle.

--Keep vertical lines vertical

--Retain horizons for perspective, but be sure they are hortizontal

--Avoid fancy and irregular shapes , unless there is a strong reason for them

--Experiment

Scaling or sizing-- This is reducing or enlarging the photograph to fit the space. Mentioned earlier, it is best to work with large photographs. I was told once, 'if you are going to use photographs in the brochure, make them big and bold or don't even waste the space for a picture/' If you start out with a small picture, and try to enlarge it to fit a hole in the brochure 6"x9", it will be fuzzy and lose a lot in the enlarging process. The printers say--don't enlarge more than 180% and they even frown at that.

Mechanical devices, such as sizing wheels, proportion wheels, slide rules or Linkrules, give proportional dimensions quickly and automatically. All you have to do is set the desired height or width and read off the other dimension of the cut quickly

It's good to have a basic understanding of mathematical and geometric proportion. You may almost never use this knowledge in cropping a picture, but being able to deal with proportion will help in such tasks as grouping pictures or layout of pages.

Marking - When you decide just how you want the photo cropped, put crop marks on its face with a grease pencil in the margin, so as to mar the photo as little as possible. The grease pencil marks easily rub off with a rag and ordinarily does no permanent damage to the surface of the print. If you have borrowed the photograph, its owner would appreciate this courtesy. NEVER use scissors on a photograph to crop.

MECHANICS OF REPRODUCTION OF PICTURES BY THE CONVENTIONAL PROCESS

Pictures, collectively called art, are reproduced either by the conventional process of engraved metal or by an electronic method. We will discuss the conventional process in this section because the electronic method is still quite new... and is not as available as the engraved metal.

In the conventional system acid etches hundreds of little grooves into a plate to produce an engraving with a pattern of minute raised dots. These print as tiny points on paper and so produce shades from dark to light. The darkest greys of the picture produce bigger black dots and smaller white areas among them; the lightest greys of course make very small dots against relatively large untouched areas. These massed points of black and white are so tiny, however, that the eye mixes them optically to form the illusion of continuous tones of gray.

The dots are made by shooting the picture through a screen, which becomes a kind of measure in engraving. The best printing requires fine screens, which produce very tiny dots, and high quality paper. Courser screens, with 55 or 65 lines of holes per square inch, are necessary to make cuts which will not blur ink on coarser paper. Newsprint typically requires engravings of 55-line or 65-line screen.

An engraving is also called a cut or zinc, and most pictures, made up of varying shades of grey, are called halftones, because they are neither solid black nor solid white.

THE LAW

Now a substantial number of people have begun to file privacy suits over photographs taken almost routinely. It is safe to get signed permission to publish a picture from almost anyone photographed in the area. The law is quite clear that a picture taken at random in public -- on the street, at a football game, or political rally -- does not invade privacy; the individual has already put himself on public display by appearing in public.

Invading privacy simply to entertain or titillate is dangerous as well as unethical.

REGISTRATION

A. J. Puhl
Morris County Community Education Program
Marshall County Community Education Program

Fall 1977

REGISTRATION

Work on registration should begin approximately three weeks before you actually begin taking registration for community education courses. There are three important areas you should cover before registration:

1) The first week: (using whatever media sources are available in your area) a brief article giving registration dates, where and when registration will take place.

2) The second week: Should be more indepth releases giving exact registration times, dates, and locations, courses, services, and programs that will be offered.

3) The third week before actual registration takes place should be an article that very thoroughly describes the exact places, times, locations, and how-to's of registration. It should include such information as; registration by phone if it is impossible to come in person, class limits, and registering for others.

Why should people register for classes? People like to take one or more community education classes during a session. We ask that everyone register so that the class leader will know how many students to prepare materials for, how much space will be needed for the meeting, and who to contact in case of changes in time or location of the class meeting. Registration also gives the program a list of persons who have taken courses who might be able to provide evaluations of the courses, or suggest future areas that might be explored.

Some courses can only accomodate a limited number of people due to limits in space, supplies, etc. If the limit is exceeded, the leader has to work under difficult conditions. So when the limit is reached, keep a waiting list and try to arrange additional classes to meet the need. Don't let limits scare you away, just do your best to let as many

take the courses as possible.

Registration should take place in a strategic location in the town. This can be a place where people have easy access, and know well. If you have a county location, it would be wise to hold registration in a couple of area towns, so registrants living at the edge of the county would not have to drive very far to register.

Your community education office would probably be the best place to hold registration. By then, people will know of your office, and they can use its facilities easily both in person and by phone. Other possibilities for registration include: chamber of commerce office, city hall, courthouse, senior citizen center, high school, jr. high school, community building, or public library, just to name a few. Registration can take place in more than one building to facilitate a greater number of people.

The hours you set up for registration should be hours that are compatible with the greatest number of community residents as possible. Be sure that the hours for registration as reported in the media and in the catalog are correct. Extra phone-in hours might be advantageous for larger community areas where scheduling might be difficult for some participants.

Dates for registration are also important. Usually registration is held for three consecutive days. The best days to hold registration are usually toward the end of the week (of course days and dates will vary due to the type of community you are located in). Be sure to schedule registration with the correct days, dates, and times with the various building schedules well in advance of registration so that conflicts with other activities will be avoided.

Registration posters containing registration times, dates, locations, and phone numbers should be put up in specific and central locations including stores, libraries, individuals, to laundramats and anywhere else you think might be appropriate . The number of posters put up will depend upon the size and scope of your community. Posters should be distributed at least two weeks before your registration dates.

COMMUNITY EDUCATION ENROLLMENT PROCEDURES

Keeping a well organized and simple system for enrollment will save a lot of time, prevent hassles, and make your enrollment proceedings run smoothly. There are four important points when enrolling people for your community education program:

1) Enrollment Registration Cards
2) File Use
3) Enrollment Limits and Waiting Lists
4) Enrollment Resources and Statistics

Enrollment Registration Cards

These cards are very easy and simple to fill out. When a person registers for a course(s) they must fill out the following information: Their name, address, phone/work phone, and title of the class they wish to enroll in. Make sure their printing or writing is legible. Since the enrollment form usually is a carbon copy, be sure that the forms are filled out in pen. The copies of the enrollment form are used as follow:

1) The original is sent to the course leaders so that they will have an idea of who, how many, and how to contact the persons taking the class.

2) The carbon copy is used for the Community Education file. This is helpful in getting final enrollment figures, and if the course leader misplaces his/her copy you can send him/her a duplicate set.

Enrollment File Use

Some of your courses will have limits on the number of people enrolling. When a course is filled you should mention this to the person who is trying to enroll for that particular course. First ask the person if they would like to be put on a waiting list. A waiting list means that if someone drops-out or cannot make it to the first meeting date, then the 1st person on the waiting list will be called to fill the space. If there are six or seven people on a waiting list it is the responsibility of the Community Education Director to attempt to offer another section or locate another course instructor to meet their needs.

A blank for Waiting List should be placed on the enrollment form. This will be most beneficial when a course is filled. Put a number 1 by the Waiting List blank consecutively as the list grows. This will

prevent hassles when going through 7 or 8 people on the list. (For more information refer to Why Register Section)

Enrollment Resources

As persons come to register for classes, it is a good idea to solicit their input. A questionaire, suggestion box, or simple verbal exchange can bring you information about classes that people would like to take, ways to improve enrollment, ways to offer more classes, resources available, and potential course leaders.

Enrollment Statistics

Statistics can be vital to the future of your community education program. They can provide a means to describe your program in asking for financial support or writing grant proposals. Enrollment Statistics can be broken down into four categories; 1) the number of males and females that took courses 2) How many enrolled from area towns or areas within your town, 3) How many courses each individual took 4) which classes were most popular.

The use of the statistics is varied but essential to understanding your program's effectiveness. The number of males and females taking classes will help the Community Education Director find out what types of courses are needed in your area. In most cases, females out number the males almost 2 to 1 when participating in classes. This means more male oriented programs are needed in your project to interest a greater number of men. Knowing how many people from the various areas of your community participate in the classes will help to support your requests for money. The use of percentage breakdowns to describe area participation will also show the diversity of the community education project. This will give you some idea of how the project is being accepted in the community. It will give you some idea of how your program is growing and what areas might need greater consentration or targeting.

Knowing how many courses each individual takes is also beneficial when seeking funding. Since many people take more than one course, your total enrollment figure may not accurately show total participation. For example, if 200 persons enroll in 20 courses it could mean that there were 20 people in 10 courses, or 10 people in 20 courses, or it could mean that there were 100 persons taking 2 courses each. The totals and numbers of courses taken must be recorded in order to

report the usage accurately to the funding agencies. The information can also serve as a mailing list for information from your free u. Knowing which courses were the most popular ones helps to describe your program's general direction. It also gives you a guide as to which courses should or should not be repeated in the next section. Many course leaders who have large turn-outs for their classes express interest in teaching again. The main duty for the Community Education Director is to contact the leaders of the courses to ensure their continued participation in the programs of the future.

SAMPLE ENROLLMENT STATISTICS

COURSE TITLE	LEADER	PHONE	DAY	TIME	LENGTH	FEE/LIMIT	LOCATION	MALES	FEMALES
Beginning Yoga	Barbara Lytton Margarita Bedel	973-2369	Mondays	7:30 P.M.	4	None/None	Gymnasium in City Hall	3	22
Gun Clinic	Jon Lunchinske	927-5351	Wednesday	7:30 P.M.	1	None/None	At His Home	14	0
Ceramics	Karen Pruitt Nona Miller	543-5316	Monday Tuesday Thursday	7 - 9:30 PM	-	None/None	Ceramic Shop	0	4
Income Tax for Individuals	Tony Martin	543-5964	Tuesday	7-9PM	1	None/None	North Ks. Savings	4	8
Glass Etching	Ruth Oliva	638-2470	Monday	7-9PM	1	None/None	Mrs. Oliva's Home	1	7
C.B. Class	Tim Ellenberger	543-2513	Tuesday	7:00	1	None/10	Tim's Electric and Radio Shop		
Flowers for All Occasions	Barbara Tweedy	543-2712	Wednesday	7:30	1	None/20	Tweedy's Shop	0	4
Hamming Around	Fred Zillinger	5435073	Thursday	7-9	15	None/None	North Ks. Savings	5	0
Getting to Know Your Pet	Mark Bienhoff	543-5041	Thursday	7:30 PM	2	None/15	Crossroads Clinic	4	8
Crafty Ideas	Louise Ibsen	543-6134	Wednesday	8-9:30	3	None/None	Louise Craft Shop	0	6

PUBLICITY

A. J. Puhl
Morris County Community Education Program
Marshall County Community Education Program

Fall 1977

GENERAL PUBLICITY

Publicity is a vital element of communication within a community education program. Publicity allows close ties to develop between the community education program and other individuals and organizations within the area. There are therefore several courtesy points to observe in carrying out a publicity program.

First, establish a friendly relationship with the local news media, both newspaper and radio. This can be best accomplished by giving all news releases, promotional items and information to all media sources. This avoids the loss of support by one form of media because they feel that the flow of information has not included them. The use of only one media form may also limit the number of people who hear or read about what you are doing.

Secondly, do not demand time or space. Newspapers and radio or television stations are businesses. They generally attempt to maintain an awareness of community activities but do not wish to be imposed upon for coverage. The best method of contacting the media is to ask for consideration in coverage, provide a well-written, clear copy of your item and 'sell' them with your enthusiasm.

Third, find out about 'no charge' features in the paper or on the radio or television network. Often by making yourself freely available to participate in an interview or provide information you become a resource for the media.

Fourth, other forms of informational exchange should not be ignored. Attend public meetings, civic clubs, organizations and other forums of public information exchange. You will benefit from information provided by other groups as well as being allowed to spread you own news.

Finally, include members of the media in your organization. Often this resource of community sources is invaluable. It is important however, that all of the members of the media do not represent your program in publicity. The underlying bias of using a media member as a media representative is just too great to overcome.

Knowing the types and purposes of media available to you as well as being able to determine when to use each type is essential to good communication.

The main functions of radio are to give general broadcasting, news, music, weather and sports. Radio stations also provide many service broadcasts which can aid your program such as: Religious programs, topical subjects, talk shows (guests are interviewed), editorial comments, Public Service Announcements, (See sample) and instructional extension programs.

Because they reach many people and provide credibility, newspapers are excellent sources of publicity. Most towns have daily or weekly papers and would be available for your use. Articles found in newspapers deal with local news, national news, upcoming events, club reports, school news, school calenders, reports from senators and district representatives, want ads, editorials, and columns of general interest.

Generally, papers will give you free publicity in the form of feature articles, public notices or upcoming events. Most papers require a three day advance notice of anything you want featured. Depending upon the paper, you may or may not have to write your own articles. If you do write them make sure you have all the necessary who, what, when, where, and how's as well as a number and name on all articles so that editors can contact you if there are any questions.

Newspaper coverage is helpful in promoting registration and awareness of upcoming program offerings. The paper will be very useful in giving your participants an easy reference as well as dates and times for further action.

A television station offers instructional programs, community calendars, (which is available for any free activity sponsored by non-profit organizations), forums (noncommercial groups present a topic of interest to all the viewing public), editorials and rebuttals as well as many public service announcements.

Television can be an excellent means of spreading knowledge about

your program as well as informing others of public participation. Although you may not have a television station in your town, be sure to check for a cable television station which will place local announcements on the weather channel.

Publicity is a very creative thing - there are as many ways to publicize as there are minds to think of them. Don't bypass the many types of "informal" publicity available to you.

Some of the many ways are: word of mouth (your best publicity is recomendations from volunteer leaders and participants), church bulletins, club news, speaking engagements (let people know you are available; a list of clubs and organizations usually can be obtained from your chamber office or courthouse) grade school and high school announcements over the P.A., handbills in grocery sacks, T-shirts, catchy posters and signs at prominent places such as groceries, laundramats, restaurants and places in your community where people often gather.

Publicity may take a lot of leg work but it is well worth the time and effort.

COMMUNITY EDUCATION BROCHURE DISTRIBUTION

First you must figure out specific and thorough distribution points ranging from stores, libraries, and individuals, to laundramats, and anywhere else you think might be good. If you leave them in large food stores be sure that they are in prominent places and not hidden behind counters where people cannot easily see them. You might also want to check during the week after initial distribution to replace the brochures as needed.

Another method of distribution is to use the members of your staff, advisory board and volunteers to distribute the brochures personally. Often the members of your organization will belong to other clubs and organizations that would appreciate receiving a copy of the brochure. By having the brochure presented personally a degree of personal involvement is achieved.

Churches are also vital in brochure distribution. Leave a number with the Minister,Priest, or Reverend, of his respective church, and have him place them where church members can find them. He might mention the brochure in the Sunday Bulletin or announce their availability during his sermon. TIMING IS IMPORTANT!!!

Since the number of brochures published varies greatly with the

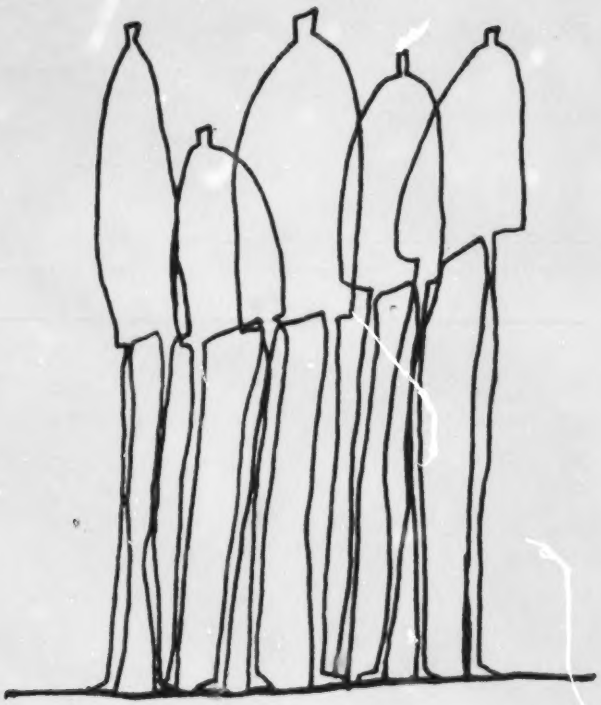
size of the Community Education Program, any of the above methods may be used alone or with any of the others. A county program of course poses special problems. You must distribute throughout the area by placing brochures in each of the active town sites and also in rural distribution points such as consolidated schools, churches, or meeting places.

The publicity of the availability of the catalog or brochure is very important. By using the newspaper, radio, and television to inform the public of the arrival of the class announcement will accelerate their response.

COORDINATING:

Tava Serpan and Mary Clare Dwyer
Rooks County Community Education
Stockton, Kansas

Fall 1977



TRAINING

DUTIES SKILLS

The coordinator is perhaps the most important element of the community education operation. He or she provides the enthusiasm, creativity, energy and emotional support for the whole organization. A good coordinator means a lively and growing organization, continually renewing itself with ideas. A good coordinator also means an efficient and stable organization that has the respect of the community for doing its job well. This article concerns itself with the coordinator of the community education program, and how a coordinator can be chosen, trained, and evaluated.

SELECTION, TRAINING, AND SKILLS OF COORDINATOR

I. SELECTION

A. Personality - The coordinator should possess these skills: strong organizational ability, good time management ability, easily meets with people of all ages, good listener and can respond to various requests for assistance, organizing meetings, public speaking, adequate skills in written documentation, and at least beginning skills in typing. Also, the coordinator should posses the attitude of an open mind toward obtaining a wide mix of classes for all age groups. In addition, the coordinator should be aware of the various modes of learning styles, e.g. lecture, "hands on" learning, group discussion, etc. The responsibility and energy put out by the coordinator are also vital to the program. The coordinator should be strong in both of these areas.

B. Screening Process - Advertisement for the coordinator's position should be placed in all the local papers as well as the Placement Offices in local colleges and universities.

During this time the Advisory Board should select a screening committee from among itself. This committee would be in charge of screening all of the applications and selecting the coordinator.

One of the first steps the screening committee would

take would be to prepare a list of questions to ask the applicants at the interview. These questions could include such things as, "Why do you want to be the coordinator?," "What kind of future do you envision for the program?," etc.

Of course, not all of the applicants would have to be interviewed personally. The screening committee could weed out the applicants which definitely would not be considered for the program.

The next step is the final selection of the coordinator.

II. JOB DESCRIPTION

A. Duties of Coordinator - The duties of the coordinator are as follows:

1. Production of three brochures per year (Fall, Spring, Summer). The courses should reject the interests and needs of the community.

   Brochure preparation:

   a. class leader recruitment
   b. visiting with all segments of community seeking class ideas
   c. awareness and prevention of duplication with other groups
   d. design, layout and distribution of brochures
   e. registration for courses
   f. evaluation of courses and other projects
   g. leader workshops

2. Lend the resources of the community education project in the development of other community service type activities in cooperation with other groups and organizations.
3. Maintenance of good public relations with local media in particular and community in general.

B. Lines of Authority - Final decisions on important matters are left up to the Advisory Board. Thus, the coordinator does not make all final decisions--s/he is responsible to the Advisory Board.

III. TRAINING OF THE COORDINATOR

A. Explanation of Program Goals and Philosophy - A half day could be spent discussing this. An explanation of the

philosophy and program goals in included in the first part of this booklet. The trainee should also receive a verbal explanation by someone involved in community education, if possible.

B. Role Playing - Several hours (a whole morning or afternoon) could be spent in role playing with a model community education program. A number of people would be needed to play the part of people "representative" of the community, such as a minister, a school superintendent, a student, a working person, etc. The trainee would play the part of the coordinator in visiting these people and establishing the framework for a community education program.

In visiting with the community people, the coordinator would try to: establish a friendly relationship, explain the program, try to establish support for the program, obtain information on each individual's interests (for use in the future as resources for class leaders), obtain permission for use of rooms for classes, gain information about the interests and activities of different segments in the community, open channels for publicity of the program, obtain information about and access to clubs and organizations in the community, and possibly obtaining information about sources for funding. In order to keep the game from lasting too long, a time limit of 15 minutes with each role player could be set.

After each community person has been visited, the whole group of role players would get together for a discussion. Each role player would take their turn in verbally evaluating the coordinator's positive and negative performances.

C. Visit to Existing Program - It would probably be very helpful for the trainee to spend a day or more at an existing community education program. This could be at the University for Man in Manhattan and/or one of the rural community education programs. A list of all the locations and

coordinators for Kansas community education programs is contained elsewhere in this manual.

The trainee could discuss and observe the day to day realities of running a community education program with the coordinator.

D. Films and Books About Community Education - The University for Man at Manhattan has a good film about itself and the rural community education projects which it started. The film is titled, "University for Man: Grassroots Education," and is available fo use for a small fee.

There is also a bibliography of resources concerning community education listed elsewhere in the manual.

IV. STAFF TRANSITION

A. Community -

1. Assess Community Attitudes - The trainee should spend some time assessing the community's attitudes. Things that should be looked at are: How open-minded is the community to new ideas? Will it readily accept the community education program? Or will it take time to introduce it into the community? Will the community initially accept classes such as yoga and belly dancing? Or should only "safe" classes such as quilting, flower arrangement, gardening etc. be offered during the first session or two? What is the level of interest toward community education in the community? The trainee can seek help in answering these and other questions from the Advisory Board as well as the past coordinator (if there is one) and long-time residents of the community.

2. List of Existing Organizations - The trainee should be given a list of the existing organizations in the community as the chairmens' name for each. Some examples of organizations are: Lion's, Kiwanis, PTA, Extension Home Units, Ministerial Alliances, Chamber of Commerce, high school groups etc.

3. List of Community Programs - The trainee should be given a list of existing community programs and the name of the

contact persons for each. The trainee should find out as much as s/he can about each program's function and goals. This is essential because some of the programs could be offering classes and/or services which the community education program might easily duplicate. Duplication of classes and/or services is to be avoided as much as possible unless discussion with the program's chairman shows that a duplication would be usefull or acceptable. Existing programs could be: outreach classes from colleges, County Extension classes and/or workshops, a community youth employment program, adult education classes through the high school, church programs, senior citizen centers, library programs etc.

The trainee should keep in mind that the community education program has the potential to develop community service programs. S/he could ask people if they think a new program is needed. The coordinator could get some ideas of needed services or programs during his/her talks with people. They then could take steps to develop new programs themselves, or could make suggestions to service organizations to develop these programs and services. The brochure can be a handy tool to announce new programs and/or meetings to develop new programs.

4. Identification of Key People in the Community - The trainee should either be given a list of key people in town or make one. Examples of key people would be: ministers, newspaper people, school personnel, presidents of community organizations, officers of the Chamber of Commerce, active people in the community, key senior citizens, bankers, doctors, lawyers, City personnel, recreation commission personnel, Extension Agents, librarians, etc. These people can be of great assistance to the community education program through their advice and support. If at all possible, the trainee should be introduced to key people by the existing coordinator, or someone who they know and respect.

B. Approaching and Finding Class Leaders - Once it is determined to have a certain class there are serveral ways of locating a class leader. One way is to consult with the Advisory Board

members. This is one of the functions of the Board and they will hopefully have some ideas as they know the community. If an individual(s) in the community suggested the class they may already have an idea as to who could lead the class. If these two methods fail the coordinator should consult others in the community who could give valuable suggestions. The coordinator should especially consult those people in the community who might be interested in taking the class, as they may have some good suggestions for leaders.

Once a name or names have been suggested the coordinator must make the initial contact. Even if the coordinator already knows the person s/he should make sure the possible leader understands the philosophy behind community education. It is usually best to make an appointment with the possible class leader to discuss with them in person community education and the class they may lead. Often the coordinator will have to have several visits with the person. Even if the person agrees to do the class at the first meeting details have to be worked out such as filling out class forms, the coordinator locating a meeting place for the class and so on. These meetings should be informal as to not threaten the person. Try to talk with the person about their interests, things that are going on in the community, etc. This talking may seem aimless at first, but it could lead to future classes and/or give the coordinator ideas for future classes. Often an individual when approached to lead a class will be hesitant for several reasons. One of the most popular being "I don't have a degree, how can I teach?" It will probably take some time to convince such persons that a degree is not needed, but if the coordinator can do it the person will probably lead the class.

If there is a coordinator currently on the project s/he should take the trainee along when obtaining classes so as to show the new person the ropes.

C. Filing System - While being trained the new coordinator should

be introduced to any existing filing systems. If accurate records have been kept and kept up to date the information will be invaluable to the new coordinator. Many filing systems keep the names and phone numbers of past class leaders, active people in the community, city commissioners, presidents of service clubs and so on. Also there are usually a few sentences written about the person concerning their jobs, interests, etc. If a project has catalogues from other community education projects the trainee should be shown where they are kept for future reference. Any other materials kept on file such as statistics , form letters, surveys, past brochures, copies of Advisory Board minutes, etc.,should be gone over with the trainee. It is important to keep any filing system up to date so as to make staff transition easire. And of course, a good filing system is handy for quick information, phone numbers, etc.

D. Brochure Publication - The trainee should assist or be assisted in the publication of at least one class brochure. The trainee could visit an existing community education program during brochure layout and publication and help with the proceedings. Or an experienced person could come to the community to assist the trainee. The ideal situation would be for the trainee to assist the out going coordinator (if there is one) in the publication of a brochure. Another source of help would be someone in the community who is experienced in layout.

E. Publicity - While being trained for the job the trainee should be aquainted with the various forms of publicity utilized by the project. These will usually include newspapers, radios, speaking engagements, posters for registration etc. The trainee should be introduced to the editor of the local newspaper as well as to those on the staff who are supportive of the community education project. If there is a certain person on the staff whom copy should be turned in to, the trainee should definitely meet this person. If there is a radio station in the community or a nearby town, the trainee should become aquainted with it. Once again the trainee should be introduced to the person to whom copy should be given. Often in a newspaper or radio station

there is not an assigned person who always receives copy, but there may be someone who is very supportive of the community education project and will try to make sure the information gets in the paper or on the air. If there is a specific style required for copy the trainee should become familiarized with it. If it can be arranged a weekly newpaper column about community education is advisable. Also, prior to registration or the start of a new community program are good times to arrange to be on a radio talk show.

Another form of publicity is the speaking engagement. If possible the trainee should attend a meeting with the present coordinator to observe how s/he handles a talk. Aside from usually getting a free meal, speaking with groups such as the Lions, PEO, Rotary, EHU, etc, is a good way to meet people in the community, gain support for community education, get ideas for community projects, and making contacts with possible class leaders.

Posters for registration, although a seemingly small matter, should not be overlooked. The trainee should be instructed on key places to put posters. The trainee should also be informed about materials available for making posters: poster board, magic markers, etc.

F. Funding Sources. - The trainee should receive a list of the funding sources for his/her community education program as well as additional sources of funding for possible future use. The name of the contact person for each funding source as well as a brief background should also be included. The trainee should be introduced to the contact person for each funding source that is supporting the program. Some examples of sources of funding are: county commissions, city commissions, United Funds, clubs and organizations, recreation commissions, school districts, etc.

ADVISORY BOARD

Dick Miller
Trego Recreation Education Environment Program
Wakeeney, Kansas

Fall 1977

An Advisory Board is a group of local citizens, selected to guide a Community Education program in accordance with the unique character of the community. Mainly, its purpose is to offer suggestions and help plan and implement the Community Education program.

More specifically, board duties fall into three different areas; planning, funding and publicity. A main consideration regarding planning deals with determining community needs, then attempting to address those needs by initiating projects or classes. For example, if there is little or no adult recreation in the winter, what programs or activities can be initiated to alleviate the problem? (Assuming that no other organization is planning to meet this same need.) Avoiding duplicating services rendered by another organization should be of special concern. An investigation into what is offered by other institutions should be a high priority before beginning a program. In some cases, the need may be such that cooperation or co-sponsorship with another organization would be a good solution.

In acquiring local funds, board members can also be helpful especially in "building bridges" to people who control the allocation of large sums of money. Introducing the program to local governmental bodies and giving valid reasons why it is worthy of support, could be instrumental in keeping it going! More informally, they might approach local officials individually and ask for their help.

Board members can be of assistance in publicity. Getting invitations for speaking engagements, brochure distribution to their clubs, and talking about the program to friends and neighbors, are good illustrations of help in this regard. The latter is most important especially in small towns where people are somewhat distrustful of new programs until their friends O.K. them. In

special cases, board members may want to write newspaper articles about the program, help with class registration, or man an information booth.

After dealing with specific duties, what are important considerations in setting up an advisory board? First of all, the board should represent a cross section of the entire community. Members should be from different age and occupational groups plus urban and rural environments should be taken into account. Professional people that should be included are lawyers, bankers, newspaper editors, educational leaders and the clergy. These people in particular, can help establish program credibility and success. Also blue collar workers should not be overlooked in order that the board be a true cross-section.

What kind of person should be on the board? Some helpful criteria are: Is the potential member active in the community? People who are known "good organizers" are likely candidates. Besides proven leaders, those who have enthusiasm for the program are also needed. (This can be found out through a newspaper survey or just by listening for names that keep cropping up in conversations.) After good candidates are determined, they should be called for a personal appointment, then asked to be on the board. If they accept, their commitment in terms of time and involvement should be made clear. If they decline, then they should be politely asked to suggest someone else. Usually their choice is excellent and the person chosen might have more time available. After a core of board members have accepted, then they can be used as a source of information to acquire others. Caution in this is advised to make sure the idea of representation is respected. Generally, knowledge about a candidate through personal contact or recommendation should be substantial enough to avoid the "dead weight" member. However, if a mistake is made in this regard, an option to discontinue on the board after one year of service should be made to all members. This will give the "dead weight" a graceful out. Also, new members can be placed on the board to rejuvenate the project.

Once a board is established, how can it be kept "alive and well"? A Regular meeting should be set up which is agreeable to

most members. The importance of attendance should be stressed so members know the latest happenings. If a member can't make the meeting, then minutes should be sent out to keep him informed. Also calls and visits are helpful in this regard. The type of contact will depend on the individual and his availability. Continual feedback on projects and classes is important to the board's morale.

Another worthwhile suggestion is to vary meeting place and time. Luncheon meetings are a nice change especially if there are meeting rooms available. If preparation is made before-hand by sending out an agenda, then most meetings of this type can be concluded in just over an hour.

Board members should be given options to participate in various phases of the program. Becoming more involved increases program understanding as well as sharing a sense of identity with it.

What are some specific examples of board members involvement? Probably easiest to sight are related to the "building bridges" concept. Good illustrations of this are: board member talking a prospective teacher into leading a class or handing out brochures in their place of business. Willingness to help with the layout of the brochure or speaking for the program at a chamber of commerce meeting would be another example. There are many outstanding ways that board members can assist a program, but most commonly, it is in the area of human resources that they are most helpful. By pointing out strong leaders possibilities the arduous work of finding one is greatly reduced.

Editor's Note: If your program is incorporated, the advisory board has a different function than the Board of Directors. The Board of Directors is legally responsible for the organization. An advisory board has no power, only an advisory capacity. In some incorporated community education programs in Kansas the advisory board is also the Board of Directors. Other organizations have two boards--a board of directors and an advisory board.

C. James Killacky
University for Man
Manhattan, Kansas

Fall 1977

At the Mid-west Regional Free University conference in Emporia, Kansas in March 1977, no program about advisory boards had been planned. However, as the conference proceeded it became apparent that this was a serious omission. As free universities and learning exchanges look to the future, there is a growing awareness that the need for a broader base of support than a local student government (or some similar funding group) will be essential if these organizations are to continue. At the Emporia meetings this fact became very apparent, and the purpose of this paper is to offer some suggestions on the use of advisory boards.

WHY HAVE AN ADVISORY BOARD?

1. There is no secret that in another four or five years campus enrollments everywhere will be dropping, and therefore funds available to student governments will become smaller. There is nothing to indicate that demands on these funds will be equally less, and therefore organizations like ours will need to look to broader pastures for support. One way to develop frameworks to insure such support is to develop advisory board/boards of directors for your organization.
2. Not all free u's and learning exchanges (LEX's) are moving off-campus - so it may be that these groups would like to have a totally campus based advisory board to strengthen their ties and support with students and faculty.
3. Some free u's/LEX's are independent and not related to any campus or school. An advisory board in these cases would be most helpful to work toward status and credibility for the organization in the community. In large urban areas it might be advisable to focus first on sectors before going city wide.

So, the first thing you must decide is why do you want a board?

After you have done this, you can begin to see who you would like on it. In getting to that step you need to clarify what you will tell people who will be asked to join the board.

PURPOSES OF A BOARD

When you go and ask someone to be on the board, you need to have something specific that they can be told. Here are some (not necessarily all) of the purposes for having an advisory board:

1. FOR HELP IN PLANNING: courses and projects which will be responsive to the interests and needs of those to be served.
2. FOR HELP IN PUBLICITY: Formal and informal. Board members can and do serve as "bridges" to other groups and individuals that you may not have access to.[1] For example, if the city attorney is on your board and has a good relationship with members of the city council, this may provide you with a nice opening which otherwise might not be accessible.
3. FOR HELP IN FUNDING: from whatever local, regional, and other sources you and the board come up with for program continuation.

By having a good support board which is representative of the community you serve (campus, community or some of both) you provide continuity and stability for your organization. This is crucial, if you are looking to survive beyond the next semester.

WHO SHOULD BE ON THE BOARD?

This depends on what it is for. Here are some examples:

Neosho River Free School, Emporia, Kansas

NRFS is on campus at Emporia State University, but also serves the local community. Area population is c. 35,000. NRFS offers about 80 courses per semester and enrolls between 1500-2000 each time. The board doubles as advisory, and directors of their non-profit tax exempt corporation. It is an excellent example of a representative board:

President - a lawyer
Vice President - reporter with local newspaper
Secretary - Treasurer - Dean of Continuing Education
Members: Student Body President, Student from Union Activities Council,

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[1] For a more detailed discussion of this concept see chapter on "Community Organization" in Sinnett, Killacky, et al. Crisis Services for Campus and Community: A Handbook for Volunteers, Springfield: C.C. Thomas, 1976

Chicano housewife, Assistant City Manager, Student Program Faculty Advisor, Member of School Board, Teacher from School System, County Agent Representative, Minister, Manager Chamber of Commerce.
NRFS has two half-time paid staff a lot of volunteers and the board meets monthly and takes an active role in the affairs of the organization.

IT IS IMPORTANT TO NOTE THAT GENERALLY SPEAKING YOU WANT BOARD MEMBERS WHO WILL BE ACTIVE AND USEFUL AND THEREFORE YOU LOOK AT INDIVIDUALS AND THEIR POSITIONS, RATHER THAN JUST THE POSITIONS AS YOU SEEK MEMBERS.

COMMUNIVERSITY, Kansas City, Missouri

Similar to NRFS - except that is serves a much larger metropolitan area and its board has:

4 Students (From University of Missouri,Kansas City)
3 faculty
3 community members
1 administrator

The board meets monthly.

COMMUNITY FREE SCHOOL, Boulder, Colorado

The CFS is a large independent free university with a working board of local people: Journalist, Potter, Glass Maker, Consultant, University Bookstore Employee, Photographer, City Communications Worker, Jeweler, 4 Staff Members.
The CFS staff point out that while people with perhaps more community influence e.g. bankers, lawyers clergy, etc., are not on the board, they are presently working on adjustments to add a broader dimension. This will enhance the quality of the present group which has provided CFS with excellent service over the years.

Binghamton Learning Exchange, New York

Binghamton's claim to fame is having a super learning exchange, a large IBM plant and a branch of the State University of New York (SUNY) system. The LEX's working advisory board which is crucial to its make-up and existence is a good mix of the community :
2 IBM folks, a parapsychologist, school teacher, SUNY professor, librarian minister, Anti-Poverty worker. Notable absentees from the board are media, banking and legal representatives. However the LEX has been around long enough that if they need such services and resources they usually know where to find them easily.

UNIVERSITY FOR MAN, Manhattan,Kansas

UFM offers some 800 courses/events per year and attracts around 12,000 people. The board (of Directors) is a campus community mix:
3 professors (Kansas State University), publisher of the paper, Personnel Representative of a large factory, Kansas Secretary of Human Resources (former President of Kansas State University), Superintendent of Schools, Associate Dean of Students, Retired Civil Service Director, Artist.
The board meets formally twice a year, and does not get very involved in the day to day activities. However, there are many meetings throughout the year with individual members depending on needs at the time.

As you go about planning a board it is important to assess who should and should not be on it. For example, UFM has access to both KSU's attorney and the student attorney and therefore it is not crucial to have one on that board. NFRS - on the other hand - does not have such access and thus an attorney as president of their board fills an important and significant role in the organization.

HOW DO YOU FIND BOARD MEMBERS?

Carefully. In many areas free universities and learning exchanges are still viewed with some skepticism as products of the troublesome 60"s. As you begin to think of who to put on a board and how to do it, here are some important points to consider:
1. Make sure that your prospective member will be supportive and helping, rather than a hindrance. This means knowing (or learning) something about who'o who in your area.
2. When you visit - <u>always in person</u> - a prospective member be sure and give a detailed explanation of your organization, why you wnat this person, what is expected of her/hime as a board member. Of course you should also make them feel like their presence is crucial to your operation. With people who are working it is essential to let them know how much time will be involved. If they beg off, then ask them for other suggestions. If they head an organization - a school board, corporation etc. - and do not want to do it, then ask if they will designate someone. Sometimes you would be well advised, if you anticipate this kind of response, to find out in advance who would be a good member from that organization and suggest the name(s) to the head.

NUMBER OF BOARD MEMBERS

The number of people on your board should generally be between 7 and 15. Less than 7 will hardly be representative of your target population and with more than 15 you will never get them all together for a meeting at the same time.

If you meet regularily, and if the board is fairly new, the establishment of a working-trust with each other will add greatly to the productivity. To this end, an occasional social gathering in an atmosphere where everyone can meet and visit informally with everyone else will help. Parties social hours, pot-luck dinners before meetings can all serve to this end, depending on local situations.

ONCE THE BOARD IS FORMED - THEN WHAT?

Each situation will differ. Some free u./lex boards meet monthly. Some semi-annually and this you will need to determine based on local needs. Here, however, are some general suggestions:

1. Do not have more than 12 meetings per year. If your members are "good" then almost inevitably they will be busy people with great time demands and too many on your part will not endear them to the cause.
2. Keeping members informed on what is happening is probably the key ingredient to having a viable group. This can be done in several ways:

   a) send letters to all members on a regular basis with minutes of meetings, updates of events and comments on future plans.
   b) have personal visits with folks as often as possible. This sounds easy but is an art which takes much learning. For example, if a board member is a very busy executive frequent visits without a specific reason may be more of a nuisance than anything else. On the other hand, a retired senior citizen may welcome such visits regularily - and at length - just to have someone to talk to. With all board members you should determine if they can be dropped in on or if prior appointments are appropriate.

HOW LONG SHOULD BOARD MEMBERS SERVE?

It is necessary that continuity be maintained, especially in student free u's/lex's whose leadership changes annually. So, board members

should serve a minimum of two years. If you are establishing a new board (either advisors or directors) your should probably have an equal number of people on 2, & 3, & 4, year terms. This is not as long a time as it seems - and it will insure that everyone does not leave at onece. One problem to which there is no easy answer, is what to do with the board member who turns out to be deadweight. If the opportunity presents itself, you might ask them if they want to leave; usually however you may just be stuck with them until their term of office is up and hopefully then they will leave.

HOW MUCH CONTROL SHOULD THE BOARD HAVE?

This is debatable and sometimes a highly charged emotional issue. If the organization is well staffed with people who know that they are doing, and are commited to the task, then the role of the board (advisory or directory) should be primarily as resources. In most cases board members will prefer this, as they will not be that interested in the day to day operations of the organization. HOWEVER, board members should be made very much aware, and kept informed, of who is responsible for what in day to day operations. So, if they are then put on the spot by someone they will be able to adequately respond.

A FINAL WORD (or two)

Even though free universities and learning exchanges as we know them have been around since the early 60's, they are now just coming into their own as far as significantly impacting the world of community organization and adult education is concerned. The future is bright, exciting and full of exhilarating challenges. This paper has attempted to address the important role of advisory boards in our future. However, in the final analysis, the ability, commitment and desire of each of us - as staffers - to meet these challenges will ultimately determine the furture of free universities and learning exchanges.

INCORPORATION

Stuart Johnson
Neosho River Free School
Emporia, Kansas

Fall 1977

A corporation, according to Webster's, is a number of persons united or regarded as united in one body; created by law or under authority from law, and having a continuous existence irrespective of that of its members.

To the layperson, the thought of a corporation often creates images of a bureaucratic animal; often that is correct, but it need not be.

This section of the manual will deal with creating a corporate Free U: why incorporation is a good step; how to prepare for it; how it should be done. The aim here is not to offer a "do-it-yourself-incorporation kit," but to help the growing free u understand the process and avoid creating a "corporate monster."

A Free U, or any type of non-traditional learning network (a learning or skills exchange, for example) can benefit from being a corporation. There are two basic reasons that corporate status is desireable. First, a corporation provides certain legal protections for the people in it. If someone were for any reason to bring suit against the corporation, they could not involve the personal assets of the individuals in the corporation. For example, if a person sued the free u for damages sustained in a class, or on property owned by the free u, they could sue the free u corporation, but not the staff or board of directors personally. Conversely, if someone were to sue an unincorporated free u, the individuals in charge of the free u could be held personally liable.

Secondly, the incorporated free u can apply for non-profit corporation status. Non-profit status allows people and other organizations to make tax-exempt donations to the free u. Donations can be solicited easier when donors know their contributions will be tax-deductable.

In order to incorporate, an organization must have a board of directors (not an advisory board), file articles of incorporation and a set of by-laws with the secretary of state. There is a fee

for filing the incorporation papers themselves. In Kansas, the fees are $50 and $7.50 respectively.

Other aspects of incorporation vary also. In some states the laws concerning non-profit status are substantially different. By all means, it is wise to consult a lawyer. If your free u does not have a lawyer among its supporters, check with the local Bar Association for the name of a competent lawyer. Ask a lawyer to donate his/her services.

In general, a non-profit corporation cannot issue capital stock, attempt to influence legislation or political campaigns, or do any of the other things prohibited by the Internal Revenue Code which governs tax-exempt organiztions. This is where a lawyer is needed; he/she can word the articles of incorporation to assure they comply with your state's statutes concerning non-profit corporations and the Internal Revenue Code covering tax-exempt status.

The articles of incorporation must also include the name of the resident agent, the person to whom all legal correspondence shall be served upon.

A corporation must have a board of directors, the specifics of which must be detailed in the by-laws. The board is legally the decision making body. It can delegate authority to a staff, or retain any powers it chooses.

The by-laws outline the structure of the corporation. A strong set of by-laws will insure the organization will always be run as the founders intended. There is no formula for a "good" set of by-laws. However, since the by-laws will dictate how the organization is run, it is a good idea to solicit the opinions of everyone working on your project before you formulate them.

The following is a list of things that should be included or dealt with in a set of by-laws. Keep in mind this is only a checklist of areas to be covered; how you deal with the specifics is up to you.

- Name of the organization
- Location of the offices
- Purpose and function of the organization
- Membership: qualifications of voting and non-voting members
- Meetings: when and where

- Board of Directors
  a. How many? state maximum and minimum.
  b. Are member standing or elected? If standing members, specify where they are from, and how others are elected.
  c. How and when will voting be conducted?
  d. How will candidates be chosen?
  e. What are the terms of office?
- What constitutes a quorum for business? Are there certain issues where a larger quorum should be required? (Hiring and firing of employees often requires a majority of the board, unlike less important issues.)
- Will there be an executive council to handle business between meetings?
  a. Specify who is on the executive council and how they are chosen.
- How will board positions vacated by disability or resignation be filled?
- How will special meetings be called?
- What officers will the organization have? Specify.
- How will the officers be elected? When? What will be done in case of tie?
- Specify the duties of each of the officers.
- Make provisions for the hiring and firing of employees.
- Make provisions for the amendment of the by-laws.
  a. It is a good idea to require at least two meetings to change the by-laws, as that makes it harder to "railroad" a change.
- Include a non-discrimination policy.

Be as specific as possible when drafting the by-laws. If the by-laws are sound, they'll insure that the organization will be run as intended.

Consult a lawyer, look at other by-laws, know how you want your organization run, expect to spend a lot of time writing the by-laws, and be as specific as possible.

Once you have incorporated under Kansas Law and have a set of by-laws, you are ready to apply for federal tax-exempt status, thus completing all the steps necessary in benefiting from your non-profit status.

FUNDING

Chris Troxel
Neosho River Free School
Emporia, Kansas

Fall 1977

Introduction

Dependable funding is one of the most important factors in maintaining a stable program. It is imperative to : A. develop a correct and feasible budget, B. to have a legitimate need for money requested, C. to be absolutely certain of all facts about your program and the benefits it provides, D. to begin seeking a funding agency early in the development and E. after funds are obtained, to be a positive project and keep communications open to facilitate the process next year.

Budget Development

The first and most important factor in obtaining funds is to establish a good budget. Consider money used in the past, the new projects you are planning, and study other Free U budgets (two have been provided here). Some areas to consider:

A. SALARIES - how many paid staff, wages per month, terms of employment, and FICA tax.

B. CATALOG COSTS - printing, photographs, artwork, pencils, lay-out sheets, rub-offs, etc.

C. EQUIPMENT - typewriter, lay-out table, etc.

D. MAGAZINE SUBSCRIPTIONS - great for training new staff and to keep up on what's going on.

E. CONFERENCES - registration, lodging, travel

F. SPECIAL PROJECTS ALLOWANCE

G. OFFICE SUPPLIES - dittos, pencils, paper clips, etc.

H. PRINTING - (other than catalog) Registration forms, leader contracts, leader workshop supplies, etc.

I. POSTAGE
J. PUBLICITY
K. HONORARIUMS - for out of town projects
L. RENT OF SPACE
M. TELEPHONE
N. INCORPORATION EXPENSE
O. INSURANCE
P. TRAVEL

Don't hesitate to request needed dollars for a good program.

The Proposal

The proposal should explain your program, its goals, history, structure, future plans and allocation request. The proposal, of course, must be aimed directly at the particular agency. Find out their goals and be sure to include those in your goals (only if appropriate). Included are our three proposals from this year which were written to three very different agencies - United Ministries, United Way, and Student Government.

The only other comment on proposals is TIMING. Find out when requests are accepted and get it in early.

Finding the Agency

Finding money is a long process that begins when the project begins. Involve the Board of Directors as much as possible and speak about funding often. This is one area that they can be of BIG HELP, because they know the community and can present a good image.

A. FUNDING SOURCES

1. City Government - get to know as many of the commissioners as possible. If you can, go to a city commission meeting and be introduced before you go to ask for money. (Stockton and Wakeeney have received city government monies.)
2. County Government - Be able to prove that your project reaches and involves people in every town of the county. Stockton got county money.
3. Recreation Department - This may require a broadening of the definition of 'recreation' in the commissioners minds. Abilene and WaKeeney have had salaries paid by the Recreation Commission.

4. **Public Library** - can be used for various funding; space, phone, etc. New Orleans Free University is the only one supported by the library. Herington's Tri-County Community Education Program uses the library office space.
5. Ministerial Alliance - Emporia's Neosho River Free School is funded by United Ministries for a half-time director position. The acquaintances made are also good for obtaining classroom space, office space, office supplies, distribution, and etc. in churches.
6. Churches - especially ones with social programs.
7. Board of Education - be on good terms with the school superintendent for many reasons. Emporia has office space in the Board of Education Building and Morris County has been given printing money through the Board of Education.
8. Chamber of Commerce - excellent way to meet business persons (they have money for support!) Stockton got some office space from the Chamber of Commerce.
9. Veteran's Organizations - I don't know if a Free U has ever been funded, but the VFW and American Legion do fund other community projects.
10. CETA - This organization is good for salaries. Marysville, Herington, and University for Man use Ceta support for salaries. Check with your local office for specifics.
11. Endowment Associations.
12. Community Arts Council - Often the Arts Councils have funds to support community projects. Oberlin has received some funding from them.
13. Local Service Clubs - (Kiwanis, Sertoma, Lions, AAUW, Jaycees, etc) all love to fund local projects. Ask to speak to every club in town. Stockton got money from the Lions Club.
14. Community Fund Raising Organizations such as United Way and PRIDE - United Way requires that all agencies be non-profit, tax exempt corporations. Be sure to start early to have your proposal turned in by June 30.
15. Private Donors - There are people with money to donate. You need to find them and convince them that your project is worthy of their consideration.

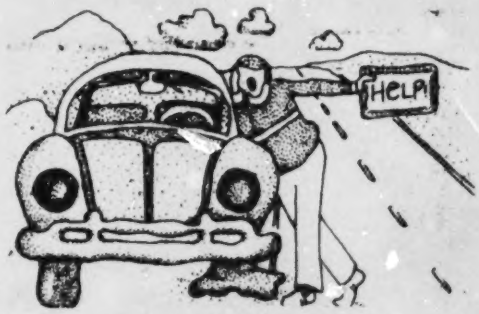
16. Universities - Through the Education, Continuing Education, Student Government allocations, Endowment Association, etc, funds may be made available. Each University is different about how to be funded and who to go through. UFM and NRFS receive Student Government Funding.
17. Local Trust Funds - These usually do not have a particular goal or area designated for their use. It will be up to you to locate them and convince the trustees of the viability of your project for funding.
18. Banks - Talk to the Bank President about funding. Stockton did this.
19. County Extension - Often these offices are good for special projects, postage or printing.
20. Mental Health Association - Each association is different. Morris County has received money from them.
21. Newspapers - Often the local newspaper is able to help out with some printing or free advertising.
22. Grocery Stores.
23. Revenue Sharing - Richard Nixon started the Revenue Sharing program in 1972 to put federal money directly into local governments. The money is allocated to state, city, county, and township governments based on population and per capita income. This Revenue Sharing Act placed several stipulations on the money. For example, the Revenue Sharing money could not be used to match other federal funds; the money must be allocated into specific categories - public safety, transportation, health, social services, libraries, financial administration and general purposes; otherwise there were no strings attached. This Revenue Sharing Act expired in December of 1976.

    After much Congressional debate, the Revenue Sharing Act was passed for three and three fourths more years, ending September 30, 1980. The new Act allows Revenue Sharing Funds to be matched with other federal money and must not be allocated into specific categories. But the money is very strictly controlled by new Affirmative Action Policy improvements. To apply for Revenue Sharing money, see the City or County

Commissioners (depending upon whether your project is a city or county wide project) or the Township Executive Council. Most Revenue Sharing dollars in Emporia are used for capital equipment items: computers, police cars, dump trucks, road graders, street improvements, and taxis for senior citizens.

B. SPACE FUNDING

1. Courthouse - free space, phone, office printing, classrooms, supplies.
2. Library - phone, copying, classrooms, supplies, office space.
3. Churches.
4. Board of Education.
5. Merchants - Banks, grocery, newspapers, etc.
6. Recreation Commission .
7. City Hall - office, classrooms, special supplies.
8. Senior Citizens Center .
9. Private Homes.
10. Chamber of Commerce.
11. Campus.



Securing the Dollars

After you have chosen the appropriate agency or agencies, study your budget carefully, be able to justify every penny, be able to describe other funding sources, know enrollment figures and anticipate questions. Be sure to ask to make a presentation when your proposal is presented and voted on. A Board Member should make the presentation. Each community is unique, but one thing is definite... start working on funding - EARLY!!!

FOLLOW-UP AND CONTINUATION

Be a derserving agency; use the money for the reason it was given to you. Give thanks where they are due, but do not let a funding agency have too much control. Keep in contact and let them know what you are doing. We give each funding agency one position on the Board. Follow the same steps next year, only with necessary improvements. It is a never ending cycle.

NEOSHO RIVER FREE SCHOOL
STUDENT GOVERNMENT
COMMITTEE BUDGET PROJECTION

Last year Associated Student Government realized the potential of the Neosho River Free School and demonstrated their committment to the concept of free education through a allocation that was triple of that of the previous years. The Neosho River Free School, in turn, has lived up to that commitment by evolving into a viable alternative educational esperience involving both campus and community organizations and idividuals.

In the period of time between 1971 and the Spring of 1976, Emporia's Free School never offered more than 15 courses. In the first semester of this academic year, NRFS nearly doubled that number by offering 29 classes. The response from the community and the campus was enthusiastic - 400 class spaces were filled. Survey results show participants were satisfied.

This Spring NRFS assembled a program that tripled the number of classes- 91 events are currently being offered. Enrollment information will be available after registration is completed.

Neosho River Free School was placed in an extremely favorable position when it was chosen as one of the sites for University for Man's community education projects. University for Man, one of the nations largest free schools, is the first and only free school to receive a major Federal grant. A part of the grant, two Vista Volunteers, were placed in Emporia to work as full-time coordinators. Their position is funded until October 1977. NRFS is now in a beneficial position, being able to draw freely on the knowledge and resources available from on the the country's most successful free universities and the Free University Network; the national organization that is also located in Manhattan.

In October of 1976 the NRFS staff, accompanied by representatives of UAC and ASC, attended the National Free University Conference in Louisville Kentucky. There they had the opportunity to hear Myles Horton and John Ohliger , leading voices in the field of alternative education, and talk with people from over 40 different free schools.

Emporia was also chosen as the site of the Regional Free University Conference. The conference, to be held March 25 - 27, is being planned in conjuction with the Free University Network and will probably attract people

from 25 free schools. The staff is anticipating the experience of coordinating a major conference and being at the vortex of this exchange of ideas and knowledge.

Emporia is a model for other colleges this size. As specified in the grant, the development of NRFS has been documented. This information is being compiled by University for Man into a manual for other free schools to follow.

Herewith the request for 1977-78. The increase is a result of a need to print a greater number of catalogs.

DESCRIPTION

Class Catalogs:	7500 Copies per Semester Printing Cost $550 per Semester	$ 1100.00
Travel Expenses:	3 teachers $20 each	60.00
Subscriptions:	Free University Network Newsletter	10.00
	New Schools Exchange	15.00
National Free University Conference DeKalb, Illinois: Travel Expense 4 people		130.00
State Car, Registration, 4 people		120.00
TOTAL NRFS REQUEST		$ 1435.00

The Neosho River Free School presents this proposal to the United Way, Emporia

The proposal is for $4350 - to be effective 1 September 1977-31-August 1978. The amount covers one half-time co-ordinators position in addition to some supplies and publicity.

CONTENTS

Introduction 1
History 1
Structure of the Free School 2
Rationale for this proposal 3

Budget Form

Budget Narrative

Prepared: By the Staff of the Neosho River Free School.

INTRODUCTION

The Neosho River Free School (NRFS) has operated at Emporia State University since 1971. Formally called Your Own University (YOU), the present name was adapted in 1973. The basic philosophy of the Free School as stated in the Spring 1977 brochure of courses is:

WHAT'S FREE ABOUT IT

****NRFS is free of traditional restrictions. Anyone can take a course and anyone can lead one. There are no pre-requisites; you don't need a degree, you only have to want to learn.

****Free of tests and grades. You are learning for your own benefit, so you'll never flunk a course.

****Free speech. Are you the champion of a lost cause? NFRS can arrange a forum for your views.

****Free of cost. There are no paid leaders. They volunteer their time, knowledge and energy. You pay only for what you use (supplies, etc.).

****Free of boundaries. School does not have to happen in a classroom; courses can be in churces, homes, or outside.....the content matters not the location.

The purpose of this proposal is to seek support form the United Way for the ongoing operation of NRFS.

HISTORY

Prior to 1976, NRFS was operated as a committee of the Union Activities Coundil at ESU. This situation still exists. However, during 1976 some exciting developments took place at NRFS.

From 1971 until the fall of 1976, NRFS offered an average of 20 courses per semester. The courses were free, lead by volunteers and open to anyone who wished to participate. In October 1976, with the co-operation of University for Man in Manhattan (the largest of 300 free universities in the nation), NRFS was able to secure the services of 2 VISTA volunteers to work full-time as coordinators of activities.

Prior to this time the free school had been run by volunteers, and while their efforts were highly commendable, the limits of volunteerism were such that the free school was unable to meet its potential in addressing the non-traditional learning needs existing in the Emporia region.

NEOSHO RIVER FREE SCHOOL

Budget Narrative (Proposed Budget Next Year Column 4)

Budget Form 4

Support From the Public

150 Other $4673

This amount represents:

1) A request for one half-time position ($3200) which has been made to the local chapter of United Ministries in Higher Education.

2) A request for $1453.00 to Associated Student Government, Emporia State University.

Budget Form 5A

Total Staff Compensation $3200

This amount represents the salary of one half-time community coordinator for the Neosho River Free School. This person's responsibilities are detailed in the accompanying written proposal.

2510 Supplies $850

This request is for an electric typewriter which will be crucial to the ongoing operation of the free school. Prior to this time, brochures were typeset and other correspondence done by "borrowing" typewriters wherever we could find them. The cost of printing and the volume of work at NRFS has increased to the point that a typewriter, suitable to type copy for printing is now a critical necessity.

2700 Shipping and Postage $100
3100 Printing $200

These amounts are to cover postage, plus printing registration cards and publicity for special events.

The impact of the two VISTAS has been significant. In the fall of 76 some 29 courses attracted 378 registrants. This was the largest enrollment ever to that date. This spring the brochure listed some 91 different courses and an overwhelming 1575 enrollees are presently participating in these activities. The participants are students, faculty, townspeople, young, old, rich, and poor and they come from all segments of the community. Other projects of the Free School have or will include:

DEC. 76 - Sponsored the HOLIDAY IDEA EXCHANGE - a very popular program to assist people making their own holiday gifts.

FEB. 77 - A program designed to develop a free school within the local detention center was undertaken.

MAR. 77 - NFRS will host the Mid-Western Free University Conference.

Other activities are planned for April and May and in June NRFS will present its first ever brochure of summer courses.

STRUCTURE OF THE FREE SCHOOL

In addition to being a committee of the Union Activities Council,

Free School has an Advisory Board which was formed in 1976. The members are:

Lee Beran	Pat Kelley
Lee Carlson	Armida Martinez
Dave Cropp	Mike Powers
Lyle Dresher	Janet Sammons
Roger Hartsook	Dale Stinson
Mike Helbert	John Webb
Luis Jimenez	Herb Wyrick

The purpose of the board is to assist in the development of a community-wide operation rather than one confined to the campus.

The day to day operations of NRFS are conducted by the VISTA's co-directors Chris Troxel and Stuart Johnson with support from student volunteers and University for Man staffer Jim Killacky. Chris represents NRFS on the Union Activities Council.

RATIONALE FOR THIS PROPOSAL

The support provided by the VISTA volunteers will end this fall. This proposal requests from United Way a grant of $4350 for one half-time person in addition to some supplies etc. This will facilitate the continuation of the Free School's work in a stable, structured and systematic manner.

A proposal for $1473 has been submitted to the Associated Student Government at FSU to cover the costs of printing brochures/conference travel etc.

Another proposal for a half-time co-ordinator has been prepared and submitted to the United Ministries in Higher Education. If all of these proposals are accepted and awareded then the successful continued operation of the free school will be assured.

The co-ordinator, supported by United Way, will be responsible for all community activities of the free school. Responsibilities will include - the development and production of three brochures of courses (Fall, Spring, and Summer) containing courses which would reflect the needs and interests of the community. The co-ordinator will also be expected to lend the resources of the free shcool in the development of other educational/ service type projects in the community in co-operation with other community groups and organizations. The co-ordinator will also be accountable to the Board., and shall be responsible for the preparation of periodic reports as requested by the United Way.

The operation of the free school and the rationale for this request are, we believe, consistent with the doncepts of the United Way. NRFS is commited to humanizing norms to facilitate care for persons, advocacy for the disempowered and the fostering of support groups espceially for those who are lonely and alienated. The free shcool programs of free courses and other projects which are open to anyone speak directly to these commitments which are consistent with UW's concepts.

The final reason for the importance of the continuation of the Free School is that is has emerged as a national figure within the Free University Network (FUN) in which there are over 300 free universities and learning exchanges around the country. The free schoool will be the featured article in a forthcoming issue of the FUN National News as it is and has served as an inspirational example to other smaller goups around the country. Should this proposal be accepted then the ongoing work of NRFS, of benefit to all of our community, will be assured.

EVALUATION

Carol Lovallo
Tri-County Community Education
Herington, Kansas

Fall 1977

EVALUATION OF A COMMUNITY EDUCATION PROGRAM

Evaluation of a program is often left out of the community education process. Evaluation is hard to do; it is a sensitive process; it may bring out weaknesses in the program. However, if properly done, a yearly evaluation can be a big help to everyone involved.

Your program evaluation can either be done informally or formally, orally or in writing. The important thing is that you look at each one of the aspects of the program and make fair but critical (both positive and negative) statements about it. That, along with suggestions for improvement, can be a big help to a program.

An evaluation time should be a time for review of past successes, suggestions for improvement, and new plans. It shouldn't be a harsh time when people and mistakes are criticized. If the program has a serious flaw, it is a convenient way to set things straight and pursue a new path. If the program is lagging, it can be a source of renewed energy.

Following are two different kinds of evaluations. The first is a program evaluation. It concerns everyone and everything connected with the program. The board, coordinator, and even participants should help with it. The second evaluation is of the program coordinator, and should be done by the board.

Please consider these points and questions carefully. Evaluate and rate the program. Rating and comment sheets are attached. Remember, constructive criticism and helpful comments and suggestions are best. Be sure to comment on strengths and weaknesses of the program and evidences of improvement. Leave the rating sheet anonymous. If you wish, sign the comment sheet. When completed send the rating and comment sheets to the Advisory Board Chairperson. Once the ratings are tabulated, the Board Chairperson will give a summary rating report on the program along with the comment sheets.

(1) Recruitment of Course and Project Leaders

Does the program feature a wide variety of topics and a diversity of individuals participating as leaders? (That is, do class topics range a broad spectrum,... for example, from crafts and hobby courses to art and music classes, to political meetings to personal growth groups, to sessions in woodcarving, mechanics, and welding or other skills? Other areas might include: health, foods, earth, business ... depending upon the nature of the community, and the interests of the people. Also, are the leaders fairly representative of all sectors fo the community...young and old; schooled and unschooled (and knowledgable); well to do and less well to do; minorities; in business, public service, etc,; handicapped? and so on.

(2) Brochure layout and design

Is the brochure visually attractive, relatively free of typing and grammatical errors, and generally pleasing and effective? Is the artwork appropriate and well done? Might the layout and design used be improved? If so, in what way? What other styles of artwork or print might be attractive?

(3) Coordination within the Community

Is the coordinator and board in contact with other clubs/groups/ organizations to maximize program participation and eliminate needless and wasteful duplication?

(4) Public Relations

Does the program work well with local media persons? Is information delivered on time? Is it readable and complete? Is class registration publicized well? Is coverage of program activities and projects good? Are all channels of local media used?

(5) Record Keeping

Are enrollment statistics kept up to date and easily accessible? Is there a good card file or listing of leaders and subjects? Are the budget and financial affairs in order?

(6) Distribution and Registration

Distribution and Registration (Cont)

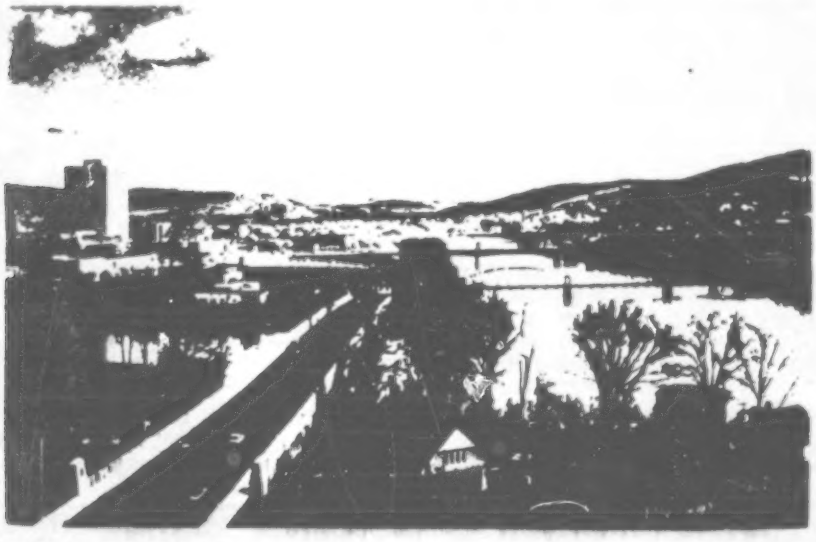
Is it easy for target area people to get a brochure? Are the brochures widely distributed? Is registration easy and convenient for community members? Is the process fair with regard to limited classes?

(7) Leader Workshop

Does the program make people feel welcome to the Leader Workshop and the Community Education Program? Are the coordinator and board aware of the history and philosophy of community education and is this related to the leaders in some way during the workshop? Are the class leaders made aware of different styles of learning and leadership through the coordinator and the sharing of their own experiences with the group and/or by the use of media materials during the Leader Workshop? Does the coordinator entertain questions and queries of the leaders and answer them to his/her and their satisfaction? Are class arrangements and policies (regarding keys, space, and materials, etc.)made clear to the leaders during the workshop?

(8) Special Projects

Is Community Education thriving and active in community affairs beyond it's brochures of courses? Is the program involved in initating community projects and or assisting with the projects of other groups which respond to community issues and needs?



EVALUATION OF A COMMUNITY EDUCATION PROGRAM

RATING SHEET

Evaluation for period beginning _____ and ending _____

1 2 3 4 5 (1) Recruitment of Course and Project leaders

1 2 3 4 5 (2) Brochure layout and design

1 2 3 4 5 (3) Coordination within the Community

1 2 3 4 5 (4) Public Relations

1 2 3 4 5 (5) Record Keeping

1 2 3 4 5 (6) Distribution and Registration

1 2 3 4 5 (7) Leader Workshop

1 2 3 4 5 (8) Special Projects

Please rate the Community Education Program on each of the eight categories using the following scale:

1=Excellent

2=Good

3=Adequate

4=Needs Improvement

5=Unacceptable

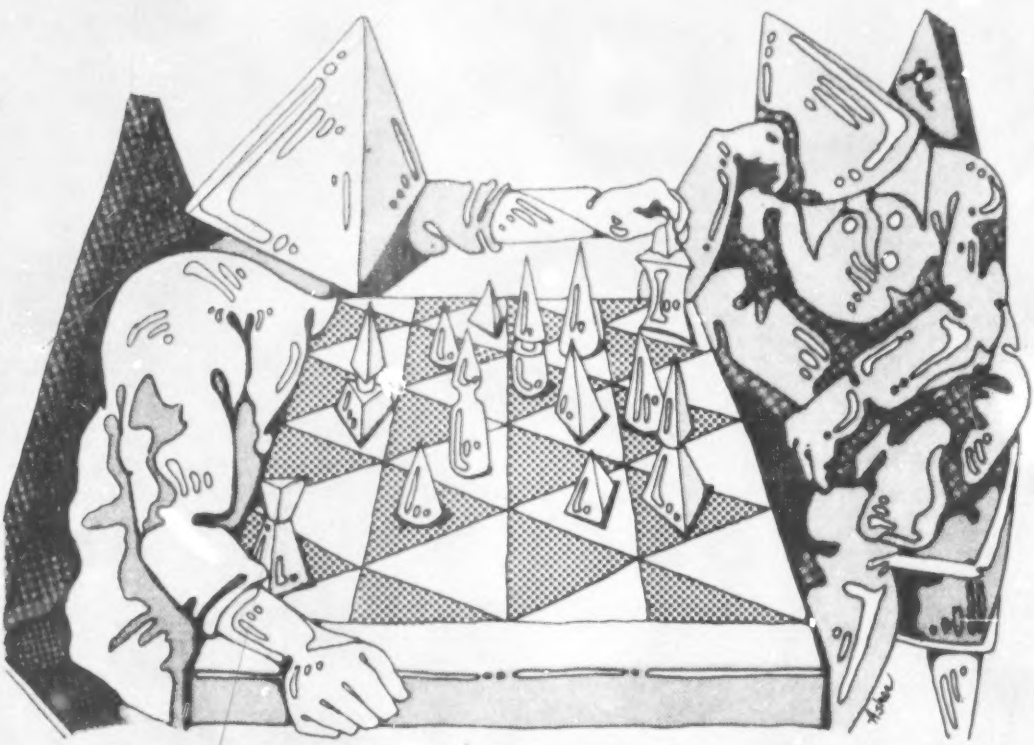
EVALUATION OF A COMMUNITY EDUCATION COORDINATOR

Here are sample guidelines and questions that might be used to evaluate a community education coordinator. Please note that any competency, for which a coordinator is evaluated, should be included in the job description.

From the outset, then, applicants and employees are made aware of the skills and talents that a good Community Education Coordinator should have (and seek to develop further) to be effective on the job. They are also made aware of the duties and responsibilities of the job and the basis of evaluation for the position. Of course, evaluation should be an ongoing process. These guidelines can be used as often as desired by the board or the coordinator to do a self-evaluation.

For the Board, it would be wise to make a formal evaluation of the coordinator three times a year during the first year, to be sure he/she is faring well and the program is progressing steadily.

If an outside supervisor were monitoring the program for the first year, then a formal evaluation would probably be done just once a year. Of course, each board can set it's own standards for a passable performance.



WRITTEN EVALUATION OF A COMMUNITY EDUCATION COORDINATOR

Comment Sheet

Be as exhaustive or as brief as you would like to be.
Do consider the areas of duty and responsibility sighted and the questions asked. Make your comments and suggestions helpful to the coordinator.
Use another sheet or other sheets of paper as needed.

(1) Recruitment of course and project leaders
(2) Brochure layout and design
(3) Coordination within the Community
(4) Public Relations
(5) Record Keeping
(6) Distribution and Registration
(7) Leader Workshop
(8) Relations with advisory board and co-workers
(9) Special Projects
(10) Other Comments

Signature If Desired _____

KANSAS COMMUNITY EDUCATION PROGRAMS

March 1, 1978

Joe Greco
Richard Gose

Spring 1978

1. University for Man
   1221 Thurston
   Manhattan, Kansas 66502

2. Wichita Free University
   Box 56
   Wichita State University
   Wichita, Kansas 67208

3. Decatur County Community
   Education
   Public Library
   Oberlin, Kansas 67749

4. Norton Community Education
   Norton Public Library
   Norton, Kansas 67564

5. Abilene Community Education
   % Recreation Department
   City Hall
   Abilene, Kansas

6. Neosho River Free School
   Student Union
   Emporia State University
   Emporia, Kansas 66801

7. Rooks County Community Education
   Chamber of Commerce
   Stockton, Kansas 67669

8. Phillips County Community Education
   Phillips County Courthouse
   Phillipsburg, Kansas 67664

9. Pittsburg Free University
   Student Senate
   Pittsburg State University
   Pittsburg, Kansas 66762

10. Trego Recreation Education
    Environment
    700 4th Street
    Wakeeney, Kansas 67672

11. Clay County Community
    Education Project
    County Courthouse
    Clay Center, Kansas 67432

12. Tri-County Community
    Education Program
    Box 270
    Herington, Kansas 67449

13. People to People
    Dighton, Kansas 67839

14. The Little House
    901 N. 9th Street
    Salina, Kansas 67401

15. Olsburg Rural Education
    Opportunities
    (OREO)
    % Pat Embers
    Box 126
    Olsburg, Kansas 66520